

Appendix B-11. JROTC Program for Accreditation Report

Brigade: _____ School: _____ Date: _____

The JROTC Program for Accreditation Report or JPA Report provides a recap of evidence gathered throughout the JPA visit. This is the final report, capturing both evaluative evidence and continuous improvement action plans for the unit and instructors to address between this visit and the next.

The report uses some of AdvancED standards, as well as additional information gathered through other means (e.g. JUMS and JCIMS information/reports). As each standard is addressed, the Brigade staff member should determine whether the evidence indicates the standard should be scored as *Distinguished, Proficient, Emerging, and Needs Improvement*. While the numerical scores from the JPA School Visit Point Summary Worksheet do not align exactly to the standards scoring, they should provide a guideline.

Additionally, under each standard heading, there is information indicating what evidence would be useful to support your score, as well as where the information is located. To assist you with your cross-reference of evidence, consider adding a check in each type of evidence you saw or evaluated. As you refer to the evidence, add notes to the column provided. Then, determine which level of performance they have met.

Finally, each standard includes an area for actions. This information indicates what actions the unit, instructor, Brigade, or JROTC Cadet Command will undertake during the time between the current and next visit to improve the quality of the particular standard.

An electronic copy of the completed JPA Report will be kept for your follow-up records, and then sent to the instructor, school, and Cadet Command.

AdvancED Standard 1: Purpose and Direction

The institution 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.

JPA Location of Evidence:

- Instructor Portfolio – Appendix B-9
 - Examples of collaboration with stakeholder groups of JROTC purpose/benefits (marketing) [F8]
 - Plans for students with special needs (IEP) and/or academically advanced students [F5]
 - Examples of how data was used to design, implement and evaluate continuous improvement plans [F12]
 - Minutes from continuous improvement meetings/activities [F6]

- Battalion Staff Continuous Improvement Project and Rubric – Appendix B-1
 - Rubric from Battalion Staff Continuous Improvement Presentation

Level of Performance	Evident	Notes
<p>Distinguished</p> <ul style="list-style-type: none"> • Clear evidence of shared values of teaching and learning through documentation and decision-making. • Evidence always reflected in communication with others. Evidence of strong commitment to instructional practices including active student engagement; focus on depth of understanding and application of knowledge and skills. • Instructors systematically maintain, use and communicate a profile with current and comprehensive data on student performance using a broad range of data used to create improvement goals with measurable performance targets. • The goals include SMART objectives. • The process is evaluated regularly. • The process is documented and available to and communicated to stakeholders. 	○	

Table B-11-1. Standard 1 Levels of Performance

Level of Performance	Evident	Notes
<p>Proficient</p> <ul style="list-style-type: none"> • Evidence of shared values of teaching and learning through documentation and decision-making. • Evidence is reflected in communication with others. • Evidence of commitment to instructional practices including active student engagement; focus on depth of understanding and application of knowledge and skills. • Instructors maintain, use and communicate a profile with current and comprehensive data on student performance using a broad range of data used to create improvement goals with measurable performance targets. • The goals include SMART objectives. • The process is evaluated. • The process is documented and available to and communicated to all stakeholders. 	○	
<p>Emerging</p> <ul style="list-style-type: none"> • Evidence of shared values of teaching and learning through documentation and decision-making is sometimes evident. • Evidence is sometimes reflected in communication with others. • Evidence of commitment to instructional practices including active student engagement, focus on depth of understanding and application of knowledge and skills is occasionally present. • Instructors maintain, use and communicate a profile with current and comprehensive data on student performance utilizing some data used to create improvement goals with measurable performance targets. • The goals include SMART objectives. • The process is sometimes evaluated. • Some documented information is available to and communicated to all stakeholders. 	○	

Table B-11-1. Standard 1 Levels of Performance, Cont'd

Level of Performance	Evident	Notes
<p>Needs Improvement</p> <ul style="list-style-type: none"> • Minimal or no evidence of shared values of teaching and learning through documentation and decision-making is evident. Evidence is rarely or never reflected in communication with others. • Evidence of commitment to instructional practices including active student engagement, focus on depth of understanding and application of knowledge and skills is rarely or never present. • Instructors rarely or ineffectively maintain, use and communicate a profile with current and comprehensive data on student performance. • Data gathered is rarely useful or updated. Improvement goals include few or no performance targets. Improvement goals reflect the minimum to meet organizational requirements. • There is no process for evaluation. • Documentation linking the process to improved student achievement and instruction is unclear or non-existent. 	○	
<p>Actions:</p>		

Table B-11-1. Standard 1 Levels of Performance, Cont'd

Standard 2: Governance and Leadership

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

JPA Location of Evidence:

- Instructor portfolio – Appendix B-9
 - Survey results [F8]
 - Examples of collaboration with stakeholder groups of JROTC purpose/benefits (marketing) [F8]
 - Involvement of stakeholders in development of continuous improvement plans [F12]
- Cadet Portfolios – Appendix B-3
- Battalion Staff Continuous Improvement Briefing and Rubric – Appendix B-1

Level of Performance	Evident	Notes
<p>Distinguished</p> <ul style="list-style-type: none"> • Instructors <i>deliberately and consistently</i> align their decisions and actions toward continuous improvement to achieve the JROTC mission and high school’s goals/mission. • They <i>encourage, support</i> and expect all students to be held to high standards in all courses of study. • The culture is characterized by collaboration and a sense of community <i>among all stakeholders</i>. • Instructors <i>consistently</i> communicate effectively with appropriate and varied representatives from stakeholder groups consistent with the special purpose of the institution. 	○	
<p>Proficient</p> <ul style="list-style-type: none"> • Instructors align their decisions and actions toward continuous improvement to achieve the JROTC or high school’s goals/mission. • They expect all students to be held to high standards in all courses of study. • The culture is characterized by collaboration and a sense of community. • Instructors communicate effectively with appropriate and varied representatives from stakeholder groups consistent with the special purpose of the institution. 	○	

Table B-11-2. Standard 2 Levels of Performance

Level of Performance	Evident	Notes
<p>Emerging</p> <ul style="list-style-type: none"> • Instructors make some decisions and take some actions toward continuous improvement to achieve the JROTC or high school's goals/mission. • They expect all students to be held to standards. • The culture is characterized by a minimal degree of collaboration and a limited sense of community. • Instructors sometimes communicate effectively with appropriate and varied representatives from stakeholder groups consistent with the special purpose of the institution. 	○	
<p>Needs Improvement</p> <ul style="list-style-type: none"> • Decisions and actions seldom or never support continuous improvement. • Instructors may or may not expect students to learn. • The culture is characterized by a minimal degree of collaboration and little or no sense of community. • Instructors rarely or never communicate with stakeholder groups. 	○	
<p>Actions:</p>		

Table B-11-2. Standard 2 Levels of Performance, Cont'd

Standard 3.2: Teaching and Assessing for Learning

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.

NOTE: Evidence for this indicator should differentiate between tools the high school provides the instructor and systems the instructor has devised on his/her own initiative.

JPA Location of Evidence:

- Instructor portfolio – Appendix B-9
 - Differentiated Instruction [F2]
 - Examples of how data was used to design, implement and evaluate learning [F13]
 - Changes to curriculum and learning activities (such as customized CM presentation) [F1] and differentiated instruction [F2]

Level of Performance	Evident	Notes
<p>Distinguished</p> <ul style="list-style-type: none"> • Using data from multiple assessments of student learning and an examination of professional practices. • Systematically design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution’s goals for achievement and instruction and statement of purpose. • There is a systematic, collaborative process in place requiring the use of multiple measures, including formative assessments, to assess student learning is consistent with course objectives, inform the ongoing modification of instruction, and provide data for possible curriculum revision. • There is also a systematic, collaborative process in place ensuring alignment each time curriculum, instruction and/or assessments are reviewed or revised. 	○	

Table B-11-3. Standard 3.2 Levels of Performance

Level of Performance	Evident	Notes
<p>Proficient</p> <ul style="list-style-type: none"> Using data from student assessments and an examination of professional practices, personnel design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution’s goals for achievement and instruction and statement of purpose. There is a process in place requiring the use of multiple measures, including formative assessments, to assess student learning is consistent with course objectives, inform the ongoing modification of instruction, and provide data for possible curriculum revision. There is also a process in place ensuring alignment each time curriculum, instruction and/or assessments are reviewed or revised. 	○	
<p>Emerging</p> <ul style="list-style-type: none"> Personnel design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution’s goals for achievement and instruction and statement of purpose. The <i>process may include</i> multiple measures, including formative assessments; to assess student learning is consistent with course objectives. Inform the ongoing modification of instruction, and provide data for possible curriculum revision. A process is <i>sometimes</i> implemented to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised. 	○	

Table B-11-3. Standard 3.2 Levels of Performance, Cont’d

Level of Performance	Evident	Notes
<p>Needs Improvement</p> <ul style="list-style-type: none"> • Personnel <i>rarely or never</i> monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the institution's goals for achievement and instruction and statement of purpose. • The process includes <i>limited measures</i> to assess student learning is consistent with course objectives or to inform the ongoing modification of instruction. • <i>No process exists</i> to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised. 	○	
<p>Actions:</p>		

Table B-11-3. Standard 3.2 Levels of Performance, Cont'd

Standard 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

JPA Location of Evidence:

- Instructor portfolio – Appendix B-9
 - CM Presented Lessons Report (evidencing use of CM) [D8]
 - COFI or school's classroom observation reports [C1]
- Cadet Portfolios – Appendix B-3
 - Evidences of application of curricular knowledge
 - Evidence of authentic assessments
 - Evidence of Interdisciplinary projects
- Service Learning – Appendix B-2
 - Service Learning Presentation Rubric
- Battalion Staff Continuous Improvement Presentation – Appendix B-1
 - Rubric from Battalion Staff Continuous Improvement Presentation
- Drill or In-Ranks/Color Guard – Appendix B-4 or B-5/B-6
 - Cadet Drill Criteria
 - Color Guard Criteria
 - In-Ranks Scoring Worksheet

Level of Performance	Evident	Notes
<p>Distinguished</p> <ul style="list-style-type: none"> • Instructors <i>systematically use various</i> methods and instructional strategies to clearly inform students of learning expectations and standards of performance. • Instructors consistently use the CM resources to instruct and assess learning. • Instructors are <i>consistent and deliberate</i> in planning and using various methods and instructional strategies requiring student collaboration, self-reflection, critical thinking, and the integration of content and skills with other disciplines. • Instructors <i>consistently</i> monitor student progress, provide specific and immediate feedback. • <i>Personalize</i> instructional strategies and interventions address the <i>individual learning needs of each student</i>. 	○	
<p>Proficient</p> <ul style="list-style-type: none"> • Instructors use various methods and instructional strategies to clearly inform students of learning expectations and standards of performance. • Instructors use the CM resources to instruct and assess learning. • Instructors plan and use various methods and instructional strategies requiring student collaboration, self-reflection, critical thinking, and the integration of content and skills with other disciplines. • Instructors monitor student progress, provide specific and immediate feedback, and provide instructional strategies and interventions to address student learning needs. 	○	

Table B-11-4. Standard 3.3 Levels of Performance

Level of Performance	Evident	Notes
<p>Emerging</p> <ul style="list-style-type: none"> • Instructors use various methods and instructional strategies to inform students of learning expectations and standards of performance. • Instructors occasionally use the CM resources to instruct and assess learning. • Instructors <i>sometimes plan and use various methods</i> and instructional strategies to promote student collaboration, self-reflection, critical thinking, and the integration of content and skills with other disciplines. • Instructors monitor student progress, <i>provide</i> feedback, and <i>sometimes provide</i> instructional strategies and interventions to address student learning needs. 	○	
<p>Needs Improvement</p> <ul style="list-style-type: none"> • Instructors <i>rarely or never use</i> various methods and instructional strategies to inform students of learning expectations and standards of performance. • Instructors <i>rarely or never use</i> the CM resources to instruct and assess learning. • Instructors <i>rarely plan and use</i> various methods and instructional strategies to promote student collaboration, self-reflection, critical thinking, and the integration of content and skills with other disciplines. • Instructors exhibit <i>little or no evidence</i> of monitoring student progress, providing feedback, and/or providing instructional strategies and interventions to address student learning needs. 	○	
<p>Actions:</p>		

Table B-11-4. Standard 3.3 Levels of Performance, Cont'd

Standard 3.5: Teachers participate in collaborative learning communities to improve instruction and student learning.

JPA Location of Evidence:

- Instructor portfolio – Appendix B-9
 - Peer Coaching [C1]
 - Examples of collaboration and shared leadership [F7]
 - Examples of improvements to content and instructional practice resulting from collaboration [F7]

Level of Performance	Evident	Notes
<p>Distinguished</p> <ul style="list-style-type: none"> • Instructors participate in informal and formal collaborative learning communities on a regular schedule. • Collaboration always occurs across curricular departments and/or levels. • Instructors implement a formal process to promote productive discussion about student learning. • Instructors can clearly link evidence of collaboration to improvement results in instructional practice and student performance. 	○	
<p>Proficient</p> <ul style="list-style-type: none"> • Instructors participate in informal and formal collaborative learning communities. • Collaboration often occurs across curricular departments and/or levels. • Instructors have been trained to implement a formal process to promote discussion about student learning. • Instructors can link evidence of collaboration to improvement results in instructional practice and student performance. 	○	

Table B-11-5. Standard 3.5 Levels of Performance

Level of Performance	Evident	Notes
<p>Emerging</p> <ul style="list-style-type: none"> • Some instructors participate in informal and formal collaborative learning communities. • Collaboration occasionally occurs across curricular departments and/or levels. • Instructors promote discussion about student learning. • Instructors express belief in the value of collaborative learning communities. 	○	
<p>Needs Improvement</p> <ul style="list-style-type: none"> • Collaborative learning communities may or may not exist. • Collaborative learning communities randomly self-organize and meet informally. • Collaboration seldom occurs across departments and/or levels. • Instructors see little value in collaborative learning communities. 	○	
<p>Actions:</p>		

Table B-11-5. Standard 3.5 Levels of Performance, Cont'd

Standard 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.

JPA Location of Evidence:

- Instructor portfolio – Appendix B-9
 - Samples of communications to stakeholders about grading and reporting [B1]
 - Syllabi with grading criteria [B1]
 - Evaluation process documented, grading is based on mastery of curriculum competencies [F9]

Level of Performance	Evident	Notes
<p>Distinguished</p> <ul style="list-style-type: none"> • Instructors consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria representing each student’s attainment of content knowledge and skills. • The policies, processes and procedures are formally and regularly evaluated. 	○	
<p>Proficient</p> <ul style="list-style-type: none"> • Instructors use common grading and reporting policies, processes and procedures based on clearly defined criteria representing each student’s attainment of content knowledge and skills. • The policies, processes and procedures are regularly evaluated. 	○	
<p>Emerging</p> <ul style="list-style-type: none"> • Instructors occasionally use common grading and reporting policies, processes and procedures based on criteria representing each student’s attainment of content knowledge and skills. • The policies, processes and procedures may or may not be evaluated. 	○	

Table B-11-6. Standard 3.10 Levels of Performance

Level of Performance	Evident	Notes
<p>Needs Improvement</p> <ul style="list-style-type: none"> • Instructors rarely or never use common grading and reporting policies, processes and procedures. • No process for evaluation of grading and reporting practices is evident. 	○	
<p>Actions:</p>		

Table B-11-6. Standard 3.10 Levels of Performance, Cont'd

Standard 3.11: Instructors participate in a continuous program of professional learning.

JPA Location of Evidence:

- Instructor portfolio – Appendix B-9
 - Evidence from section E
 - Professional growth plan [D1]
 - Results of professional learning [D1]
- JCIMS
 - Training History
 - Training Documents

Level of Performance	Evident	Notes
<p>Distinguished</p> <ul style="list-style-type: none"> • Instructors participate in a <i>rigorous continuous</i> program of professional learning <i>aligned</i> with the institution’s purpose and direction. • Professional development is based on an assessment of needs of the institution and <i>each individual</i>. • The program is <i>rigorously and systematically evaluated</i> for effectiveness in improving instruction, student learning and the conditions supporting learning. 	○	
<p>Proficient</p> <ul style="list-style-type: none"> • Instructors participate in a <i>continuous</i> program of professional learning <i>aligned</i> with the institution’s purpose and direction. • Professional development is based on an assessment of needs of the institution. • The program is <i>systematically evaluated</i> for effectiveness in improving instruction, student learning and the conditions supporting learning. 	○	

Table B-11-7. Standard 3.11 Levels of Performance

Level of Performance	Evident	Notes
<p>Emerging</p> <ul style="list-style-type: none"> Instructors participate in some program of professional learning aligned with the institution's purpose and direction. Professional development is based on the needs of the institution. The program is regularly evaluated for effectiveness. 	○	
<p>Needs Improvement</p> <ul style="list-style-type: none"> Instructors rarely or never participate in professional learning. Professional development, when available, may or may not address the needs of the institution. If a program exists, it is rarely and/or randomly evaluated. 	○	
<p>Actions:</p>		

Table B-11-7. Standard 3.11 Levels of Performance, Cont'd

Standards 4.6: Resources and Support Systems

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

JPA Location of Evidence:

- Instructor Portfolio – Appendix B-9
 - Communications between instructor and HS indicating the HS needs to provide equipment per contract (if needed). [F7]
 - List of support services available to students, evidence of identification of students for services. [F10]
- Battalion Staff Continuous Improvement Briefing – Appendix B-1
 - Staff members response to Guiding Questions

Level of Performance	Evident	Notes
<p>Distinguished</p> <ul style="list-style-type: none"> • Instructors and students are accountable for maintaining safety, cleanliness and healthy environment expectations. • Valid measures are in place to allow for continuous tracking of resources and support systems. • Improvement plans are developed and implemented to continuously improve resources and support systems. • Results of improvement efforts are systematically evaluated. • Instructors use valid data to regularly evaluate support system effectiveness. • Improvement plans related to support systems are designed and implemented to more effectively meet the needs of all students. 	○	

Table B-11-8. Standard 4.6 Levels of Performance

Level of Performance	Evident	Notes
<p>Proficient</p> <ul style="list-style-type: none"> • Instructors and students are accountable for maintaining safety, cleanliness and healthy environment expectations. • Measures are in place to allow for continuous tracking of resources and support systems. • Improvement plans are developed and implemented to improve resources and support systems. • Results of improvement efforts are evaluated. • Instructors use valid data to evaluate support system effectiveness. • Improvement plans related to support systems are designed and implemented when needed to more effectively meet the needs of all students. 	○	
<p>Emerging</p> <ul style="list-style-type: none"> • Instructors and students are accountable for maintaining safety, cleanliness and healthy environment expectations. • Some measures are in place to allow for tracking of resources and support systems. • Improvement plans for resources and support systems are developed but only some of them are implemented. • Results of improvement efforts are occasionally monitored. • Instructors use data to evaluate support system effectiveness. • Improvement plans related to support systems are designed and implemented to meet the needs of some students. 	○	

Table B-11-8. Standard 4.6 Levels of Performance, Cont'd

Level of Performance	Evident	Notes
<p>Needs Improvement</p> <ul style="list-style-type: none"> • Instructors and students are accountable for maintaining safety, cleanliness and healthy environment expectations. • Measures are not in place to allow for tracking of resources and support systems. • Improvement plans for resources and support systems are not developed. • Results of improvement efforts are not evaluated or monitored. • Support systems are rarely or never evaluated. • Improvement plans related to support systems are rarely or never developed. 	○	
<p>Actions:</p>		

Table B-11-8. Standard 4.6 Levels of Performance, Cont'd

Standard 5.2: Using Results for Continuous Improvement

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

JPA Location of Evidence:

- Instructor portfolio – Appendix B-9
 - Protocols and procedures for data collection and analysis (include sources related to student learning, instruction, program effectiveness)
 - Examples of how data was used to design, implement, and evaluate continuous improvement plans [F12]
 - Minutes from Continuous improvement meetings/activities [F6]
- Battalion Staff Continuous Improvement Project and Rubric – Appendix B-1
 - Rubric from Battalion Staff Continuous Improvement Presentation
- Cadet Portfolios – Appendix B-3
- School Gradebooks

Level of Performance	Evident	Notes
<p>Distinguished</p> <ul style="list-style-type: none"> • Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are used consistently by instructors. • Data sources include trend data providing a comprehensive analysis of student learning, instruction, effectiveness of programs and conditions supporting student learning. • Instructors use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, and the effectiveness of programs. 	○	

Table B-11-9. Standard 5.2 Levels of Performance

Level of Performance	Evident	Notes
<p>Proficient</p> <ul style="list-style-type: none"> • Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are used by some instructors. • Data sources include trend data providing multiple analysis of student learning, instruction, effectiveness of programs and conditions supporting student learning. • Instructors use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs. 	○	
<p>Emerging</p> <ul style="list-style-type: none"> • Processes and procedures for collecting, analyzing and applying learning from data sources are used by some instructors. • Data sources include trend data providing analysis on either student learning, or instruction, or effectiveness of programs or conditions supporting student learning. • Instructors use data to design, implement and evaluate continuous improvement plans. 	○	
<p>Needs Improvement</p> <ul style="list-style-type: none"> • No processes and procedures for collecting, analyzing and applying learning from data sources are used by instructors. • Data sources include no trend data about student learning, instruction, effectiveness of programs and conditions supporting student learning. • Instructors rarely use data to design and implement continuous improvement plans. 	○	
<p>Actions:</p>		

Table B-11-9. Standard 5.2 Levels of Performance, Cont'd