



Accreditation Report

Chicopee Woods Elementary

Hall County School System

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

In August of 2005, Chicopee Woods Elementary School, located at 2029 Calvary Church Road Gainesville, GA 30507, opened in Hall County, Georgia. The county was redistricted in the spring of 2005, and the students who moved to Chicopee Woods came from two schools in the southeastern part of Hall County: Martin Elementary and Myers Elementary. In 2010, Jones Elementary School was closed and approximately 75% of the students moved to CWES. Chicopee Woods serves grades kindergarten through fifth grade and has a diverse population. In 2014-2015, this population is comprised of 50% males and 50% females. The student body consists of 768 students in grades K-5 with approximately 85% Hispanic, 10% White/Non-Hispanic, 3% Black/Non-Hispanic, 1% Asian/Pacific Islander, and 1% other.

The staff at Chicopee Woods Elementary is made up of 2 administrators, 51 highly qualified teachers, 7 certified paraprofessionals, a parent liaison, computer lab manager, media specialist, media clerk, a school nurse, 2 office staff, a speech pathologist, an instructional coach, and a counselor. Our team of educators is working together to ensure that the academic instruction meets the needs of all our students. The majority of the teachers have 6 or more years of experience, 19 teachers hold a masters degree, 19 hold a specialist degree and one teacher has earned a doctorate.

The community surrounding Chicopee Woods is a rural residential area. It is comprised mostly of rental houses, apartments, and mobile home parks. The majority of our parents work in factories and plants nearby. Currently 85% of our total student body is of Latino/Hispanic origin; therefore many of our students qualify for ESOL services. We also have a population of 27 migrant students. These families are very transient. CWES has a large number of students who are classified as economically disadvantaged. Currently 97% of our total student population qualifies for free/reduced lunch. Some challenges that CWES faces include language barriers, lack of parental involvement, and students' lack of background knowledge. Language and background knowledge are being addressed by our homeroom teachers and ESOL teachers. Students focus on vocabulary and schema building activities daily. In order to address our parental involvement, we are building a Family Friendly Committee to help find ways to encourage more active parent engagement.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Chicopee Woods Elementary is "we are students, educators, and community working together to excel and succeed at lifelong learning." Our goal at CWES is to create a positive learning environment in which all students can be successful. Through thoughtful collaborative planning and instruction comprised of best practices, we strive to instill a love of learning in all of our students. Our hope is that the instilling of a passion for education early on in life, will translate in future endeavors. CWES also has high expectations for all students. We believe that students may not all learn the same way on the same day, therefore it is our mission (through differentiation) to meet the needs of ALL learners. Grade level teams plan collaboratively with ESOL teachers and SPED teachers in order to ensure that all students, while receiving appropriate accommodations, are held to high academic standards. Programs currently being implemented at CWES include, but are not limited to, Readers', Writers', and Math Workshops. Workshop models allow daily minutes to pull small groups and/or individuals for various levels of differentiation. At CWES, we also understand that students achieve at higher rates when parents are actively involved in the educational process. Our parent liaison, in conjunction with teachers, administration, and the PTO board, plans a calendar of events each year to offer parents opportunities to come to school and learn ways to help their children at home. Meetings include various topics such as bullying, grade level specific skill help, CRCT study strategies, etc. We are also currently developing a Family Friendly Committee (FFC) to focus on creating an even more inviting school for our families. Through a Lowes Grant, the FFC has had the opportunity to complete various beautification projects this year. We have also invited parents and community members to join our team. Community involvement is also very important to us. We currently have an active School Council, Partners in Education, and a mentoring program all of which invite community leaders into our school to offer support. Our School Council reviews plans and offers input for school improvement. Partners in Education, including Cargill, offer support through funding for assemblies, incentives, field trips, and various other items. The largest contribution from our community comes in the form of manpower through mentors. We are excited for the opportunity to be able to pair some of our most fragile students with successful members of our community. These mentors are trained through Centerpoint and commit to helping guide our students in positive directions.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

This year CWES had notable gains on the Fifth Grade Writing Assessment. In 2013, 50% of fifth graders met and 2% exceeded expectations. In 2014, 65% of fifth graders met and 2% exceeded expectations. Other notable improvements occurred on the CRCT. In 2012, 46% of the SWD group met/exceeded expectations in reading. In 2013, 83% of SWD students met/exceeded reading expectations. Science and Social Studies scores also showed great gains. Science scores for the All group increased from 51% in 2012, to 61% in 2013 and Social Studies scores increased from 41% to 65%. Chicopee Woods' CCRPI score also increased from 2012-2013 by two points. An area in which CWES wishes to improve over the next three years is reading achievement in all grade levels as measured by the Developmental Reading Assessment. Our goal by 2017 is to have 90% of all students reading on grade level by the end of third grade. Our goals are noted in the table shown below. Please note that goals will increase accordingly in order to meet 90% by 2017.

Grade:	Results 2011-2012	Goals 2012-2013	Results 2012-2013	Goals 2013-2014	Results 2013-2014
First (Levels 16-18)	36 %	48%	39 %	51.75%	28%
Second (Levels 28-30)	38 %	50%	33 %	47.25%	40%
Third (Levels 38-40)	35%	47%	28%	43.5%	29%
Fourth (Levels 40-50)	42%	53%	46%	57%	52%
Fifth (Levels 50-60)	67%	74%	72%	76.5%	68%

Another area that CWES wishes to improve is parental involvement. Various factors, such as socioeconomic status and language barriers, cause parental engagement to currently be very low. Our goal is to create a welcoming school environment in which parents will feel comfortable regardless of their language or financial status. We want our parents involved in their children's education. CWES has also begun to develop a Family Friendly Committee (FFC). This committee is working together with parents and the community to create events and activities in which parents will want to be a part of. The FFC is also developing ways that parents can become more actively involved without having to visit the school campus. We have found in many cases that parents would like to be able to come to school, but unfortunately can't afford transportation.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Due to the focus status of CWES, we have been able to create an extended day program to offer additional support for our most fragile learners. After conducting a needs assessment and using a ranking scale to identify students, we created a three day per week program that focused on reading and math. Approximately 140 students attended this program on Tuesdays, Wednesdays, and Thursdays from 3-5pm. Each student attending this program received one 50 minute reading session and one 50 minute math session. Students were grouped according to skill need and placed in small groups of no more than eight students. During the reading sessions, students were involved in small group guided reading using Fountas and Pinnell Leveled Literacy Intervention. Students engaged in activities to increase competence in reading accuracy, fluency, comprehension, and writing. During math sessions, students used the PALS (Peer Assisted Learning Strategies) program to practice math vocabulary, computation, and application. Students also worked on IXL software which focused on the math CCGPS. Program reports allowed students and tutors to identify skill gaps and spend additional minutes on mastering those skills. Math students also had the opportunity to engage in Hall County Exemplars. The exemplars were designed to help students learn how to apply math skills to analyze and solve real world problems. Our program began in September and ended in April. Twenty-six highly qualified teachers worked as tutors on these afternoons. In order to be identified as highly qualified, teachers had to currently hold an Early Childhood Education Certificate for grades K-5. Tutors spent an hour and a half of planning time each week creating lessons and collaborating with homeroom teachers to ensure that all students were receiving the support they needed in order to meet individual needs. Progress of students was measured using running records and DRA short forms in reading and by using pre and post tests in math. These assessments were reported to the FLP director. The director compiled the data and shared with all stakeholders. Tutors also prepared progress reports each month to share student progress with parents. Program results showed significant gains for most students who attended the program regularly. In order to promote attendance, we offered incentives to our students. Cargill, a Partner in Education, awarded us a grant for the purpose of incentives. Overall our attendance was very good. Our goal is to continue the program next year, making small tweaks for improvement. After surveying parents, students, and homeroom teachers, we feel confident that our program is well liked, respected, and desired for another year. CWES will also be piloting a Summer Gains Program in which previous FLP students will attend a four week summer school during the month of June. Students will continue to work and be assessed in the same format as described above. We hold fast to the idea that all students can learn and we are grateful for the opportunity to be able to offer extra support for many of our struggling students.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school 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.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Website 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Chicopee Woods Elementary School is working to create, maintain and communicate a purpose and direction that is committed to high expectations for learning and shared values and beliefs about teaching and learning. The school has a process for reviewing and revising its purpose and the staff is working to increase the amount of stakeholder investment in this process. The teachers and staff are knowledgeable of best of practices and believe that students need to be instructed at high levels and that active student engagement is necessary to improve student achievement. The administration maintains high expectations for staff and students. School leadership has been purposeful in creating a plan for continuous improvement. There is an increase in the discussions about data and the school staff is beginning to make instructional changes based on the data that is available. As the school continues to grow, it will be necessary to review, analyze and revise the purpose and mission of the school to ensure that growth is always at the helm. In addition, the input of a variety of stakeholders needs to be increased so that the school is meeting the needs of all that have a vested interest in our school community. The school also needs to continue talking about what is valued with regards to teaching and learning. The level of expectations needs to increase and the staff needs to see the factors that impact student achievement as a positive instead of excuses for students not being able to perform at higher levels. Teachers need to continue working to provide a challenging learning environment so that all students can achieve. In order to improve in these areas, the staff is engaging in professional development and professional dialogue centered around improving the daily classroom instruction. Teachers are participating in walk throughs that specifically look at instructional strategies, student engagement and rigorous activities. In addition PL focuses on providing teacher instructional ideas and resources that will assist them in improving the level of instruction that all students receive. School leadership is monitoring this through walk throughs and providing descriptive feedback to teachers in these areas. Evidence from walk throughs is being used to determine next steps in this area to continue building a common understanding and create a culture focused on teaching and learning. Increasing parental involvement and stakeholder involvement is important as well. In order to do this, the school will focus on rebuilding the PTO and its involvement in the school. The school also plans to host an Open House, winter 2015, and invite a variety of community members. During this Open House, visitors will tour the school, observe in classrooms and meet with administration. During this time, we will talk about how the community can assist CWES in educating the children of the community. Finally, a parent visitation day will also be held. At this time, parents will be invited in to spend

some time with their child in the classroom. They will experience a day in the life of their child.

Standard 2: Governance and Leadership

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

Overall Rating: 2.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Agendas and minutes of meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The staff has a school improvement team that is established and represents the different departments within the school community. The team maintains meeting agendas and has the opportunity to make decisions about teaching and learning. The team does not include parents or other outside stakeholders; however, there is a school council that does include school representation and outside stakeholder representatives. The School Improvement Team (SIT) is working to be more effective in serving as a school improvement group. The agendas are more focused on the goals for improvement, discussing how to utilize funds to improve teaching and learning, and also to make decisions about instruction through the review of data. The team has discussed group norms, the role of the SIT and the importance of communication with grade levels and departments. The team will need to have further training to ensure that the team functions appropriately and sees the importance of the role that is played within the school community. Based on the 2013-2014 GAPSS report/review, it was important for the school to create a common focus with regards to teaching and learning. It was necessary for the staff to have an urgency about student achievement and begin to create PL based on the needs of staff and students. This year, there has been

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an increased focus in this area. The school improvement plan was created using the GAPSS report and the strategies being implemented directly support those goals. There has been an emphasis placed on lesson plan writing, professional learning targeting areas of concern, and the deliberate use of the RTI model to monitor and make changes to the daily core instruction in reading and math. The TKES process is being used to provide descriptive feedback to teachers and to provide ways for teachers to continue to grow and develop. In addition, from walk throughs and observations, PL is being developed, changed, revised and provided to make more timely adjustments to classroom instruction.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Posted learning objectives •Course schedules 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	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.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Classroom Walk Throughs conducted by teachers 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Samples of exemplars used to guide and inform student learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Professional learning calendar with activities for instructional support of new staff	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Master schedule with time for formal adult advocate structure	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
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.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•Sample report cards for each grade level and for all courses	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Crosswalk between professional learning and school purpose and direction	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•List of learning support services and student population served by such services •Data used to identify unique learning needs of students	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Teaching and assessing learning is a major focus at CWES. There have been purposeful and systematic processes put into place to address the daily instruction. Teachers are aware of their standards and are also utilizing the curriculum guides/maps/units that have been created at the district level. There has been a focus on technology and finding ways to integrate technology into lessons and activities. Data has been collected through a variety of avenues: CRCT, FLP, DRA, AimsWeb, and other common assessments within each grade level. A schedule has been created that allows for weekly common planning time, professional learning and data discussions. Standards based report cards are used grades K-2 and students are given grades in 3-5. Teachers are working to improve the level of instruction and learning that is taking place each day, with specific attention being given to the level of rigor, increased expectations, and using effective instructional strategies. Teachers communicate with parents through newsletters, websites, phone calls, the parent liason, and mobile apps such as Remind 101. Areas that need improvement are continued reflection and focus on classroom instruction and how to use data to make instructional changes. A lesson plan template has been created and is used this year to ensure that all teachers are writing plans with required components. Plans are periodically collected and feedback is given to teachers on their plans. During evaluations/observations, teachers are also given descriptive feedback that will assist them as they grow. Professional learning has been tailored to meet the needs of the school in this area. Professional learning is focused on recognizing weaknesses in instruction, student engagement and rigor. Then PL is created to address these areas. Evaluations/observations are also being used to determine professional learning. The school improvement plan was created with these things in mind as well. Each goal, while aimed at raising student achievement, all have similar strategies in order to maintain focus in very specific areas. Teachers are also engaged in collaborative planning that has allowed for creating a long range plan and allows teachers to sequence standards in a meaningful way. While the district has a mentoring program set up for beginning teachers, it is important for CWES to create a process for this important component. Already, the curriculum coach is setting up new teacher meetings to discuss needs, ideas, instruction and overall reflection. As we progress, it will be important to assign mentors to new teachers to provide that extra layer of support. The school also needs to consider ways to provide a mentor to each student throughout the year. While there are some outside mentors available, there is a need for each child to have someone in the building that they can trust

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and build a relationship with. The school will continue to brainstorm ways to create relationships with students. Finally, in order to ensure that students individual needs are met, class lists will be created with student needs in mind. Students will be grouped based on areas of need while also paying attention to learning styles and putting students with teachers understand their learning style (as possible).

Standard 4: Resources and Support Systems

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

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Safety committee responsibilities, meeting schedules, and minutes 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Data on media and information resources available to students and staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The school is working to implement processes and procedures for ensuring that resources and services are supportive of the purpose and direction of the school and ensure the success of all students. The staff of CWES is 100% highly qualified. When hiring to fill open positions it is necessary to hire individuals who share in the purpose, vision and direction of the school. In addition, it is important to consider the needs of the school, grade levels and students when determining how to staff the school. There are currently efforts being made towards SY 2014-2015

aligning resources with the overall needs of the school. Data has revealed a need for a direct, core phonics program in grades K-2. Foundations has been purchased for kindergarten and the program will also be funded in 1st grade as well. The daily schedule that has been created allows for large blocks of instructional time and there is an effort made to protect that time each day. Safety procedures are in place and the plan is reviewed each year. The school has a media/technology committee that is working to create a technology framework that also indicates and outlines a framework for using technology and how technology should be distributed throughout the building. CWES has several outside agencies that offer support to our students: Advanc, Backpack Love, mentor program, counseling program. As we grow in this area, there are plans to continue to support instruction through the purchase of materials and instructional resources that will assist in building problem solving, reading comprehension and higher level thinking. The school improvement plan is written to focus on streamlining instruction and being systematic and intentional in what we do and the resources needed to meet those goals.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Description of process for analyzing data to determine verifiable improvement in student learning•Examples of use of results to evaluate continuous improvement action plans•Evidence of student growth	Level 2

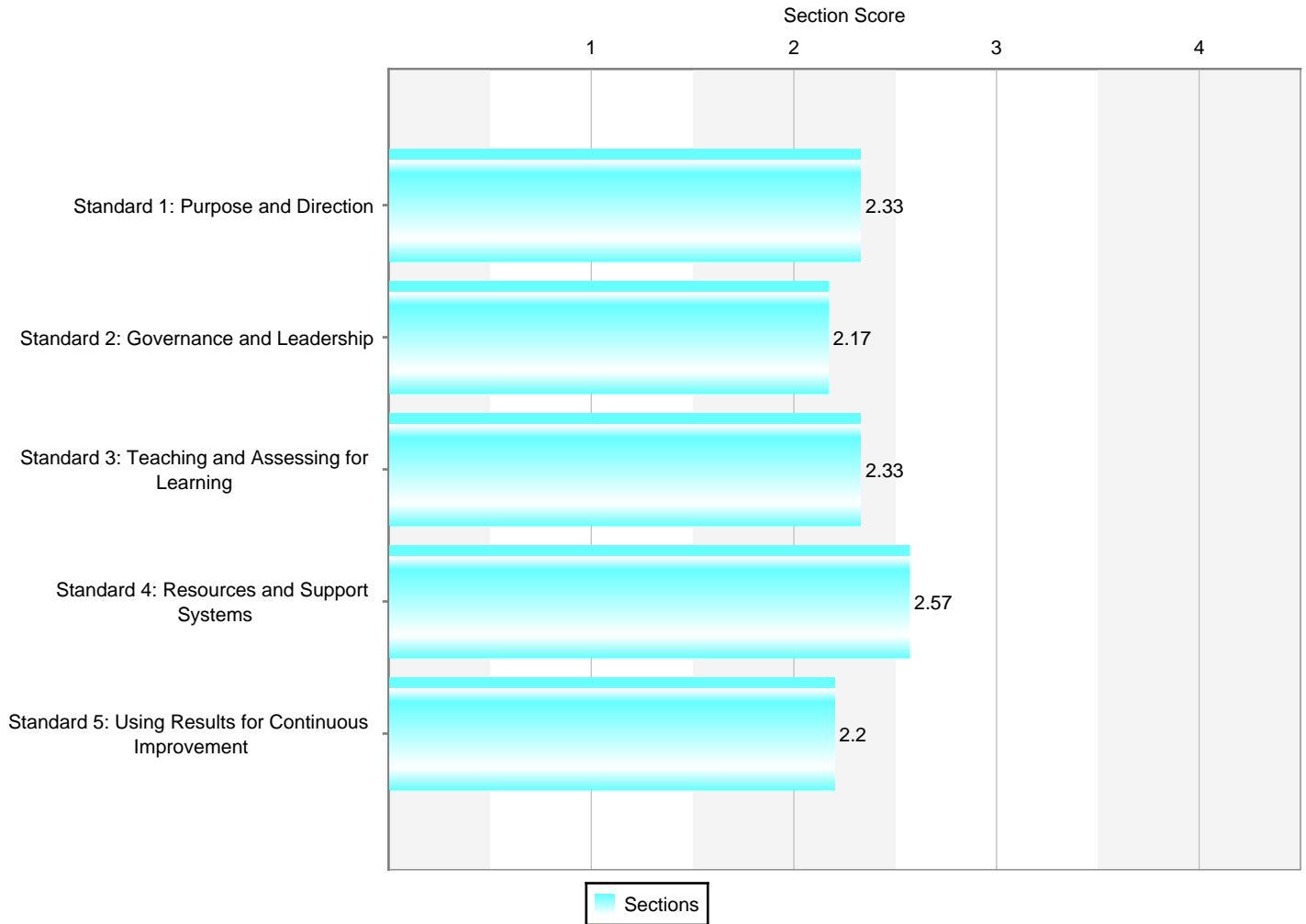
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

CWES is working to implement a comprehensive assessment system that generates a variety of data about student learning and school effectiveness. The results are being used to guide instruction and work toward continuous improvement. At this time, assessments being used include AimsWeb, SLOs, DRA, pre and post assessments, Access scores and formative assessments gathered during instructional time. The school is also working to improve the RTI process and have become focused on Tier 1 and strengthening the overall core instruction in reading and math. Through the RTI process procedures and processes are being created to ensure that data is collected and used to make instructional decisions. Using AimsWeb, students are able to be monitored and compared to the national norm in foundational skills. Teachers are beginning to use data to make instructional decisions. In addition, the school improvement plan goals were written based on data and a recent GAPSS review that indicated data driven decision making was needed. Data is being used to make decisions about instructional resources, programs and initiatives. While there are assessment pieces in place it is important that staff receive training in how to gather data and use the data to make instructional decisions. This process has started using the RTI Tier 1 process. Through scaffolded meetings, teachers are learning about the process, how to collect data and how to determine weaknesses in the core instruction. The leadership is reviewing and monitoring the data that is being collected. In addition, the implementation of interventions and processes and procedures are being monitored as well. The staff needs to work on providing more information to all stakeholders about student achievement.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		CWES Parent Survey CWES Student Survey CWES Staff Survey Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The areas that indicate the overall highest level of satisfaction or approval include the following: Focused on student success, Process for Continuous Improvement and Technology.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The staff is committed to the students that attend CWES. They have a passion for the students and are aware of the challenges that students face as English Language Learners. The staff is focused on student success and has been engaged in creating a process for continuous improvement. The process includes examining the core instruction, making changes to the core and using data to make instructional changes. The staff continues to improve as they seek to create units and lessons that allow for maximized instructional time and is focused on teaching the standards. There is greater emphasis being placed on data that is available for each student and there will be further conversation about differentiating instruction to meet the needs of all students. The staff is using the RTI process to determine areas of weakness in the core, determine interventions needed to close gaps in foundational skills and then work to monitor the effectiveness of the interventions. The school has a tremendous amount of technology and many teachers have been fortunate enough to attend conferences focused on integrating technology into the classroom. The school is currently looking at creating a technology framework that will outline technology expectations and ensure that all students have similar access to technology within the school day. The committee will determine what technology integration encompasses and will establish some basic essentials at each grade level. The goal will be for grade levels to engage students in the use of technology to create, explore, and research.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Based on other sources, the staff is committed to the success of the students that attend CWES. There is a passion for the students regardless of the of the challenges the students face each day. The most recent GAPSS report indicated that culture and climate are a strength within the school. In addition it was noted that changes were being made with regards to instruction and that increased focus and sens of urgency were needed to continue improving.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Areas indicating the overall lowest level of satisfaction or approval include the following:

1. Professional Learning that is geared toward building (Instructional and Data)
2. Grading Expectations and Feedback to Students
3. Parent/Stakeholder Involvement
4. Student Recognition

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Staff surveys indicated: Standard 3: Teaching and Assessing for Learning and Standard 5: Using Results for Continuous Improvement revealed areas of weakness. Staff members indicated that new staff support and providing teachers an opportunity to peer coach were areas where growth was needed. In addition, teachers felt that professional learning geared toward building capacity was needed. Staff members also felt that there was a need for common grading expectations and more use of descriptive feedback to students.

Parent surveys indicated: Standard 1: Purpose and Direction, Standard 2: Governance and Leadership, and Standard 4: Resources and Support System were viewed by parents as areas of weakness. Overall, parents felt that there needed to be more parent/stakeholder involvement in reviewing and revising the school's purpose statement, in sharing responsibility for student learning, and that further parent involvement in the school was necessary. Parents also feel that the school could improve in the types and amount of support services available to families. The parent survey also indicated concern about the effective use of financial resources and how instructional time is protected from interruptions.

Student Surveys indicated: Surveys indicated that Standard 2: Governance and Leadership, Standard 3: Teaching and Assessing for Learning, and Standard 5: Using Results for Continuous Improvement are areas for growth. Students expressed some concern about being treated fairly and about the level of respect that students give adults within the school. Students also were concerned that teachers did not often ask or invite families to come to school or tell family members how the students were performing in school. Students shared that they would like to see their teachers use different or a variety of activities to help them learn. Finally students indicated that they would like to have more recognition from staff and also have more input within the school.

What are the implications for these stakeholder perceptions?

As part of the continuous improvement plan, professional learning has been focused, deliberate and systematic. Professional learning has been focused on the areas of literacy (reading and vocabulary) and data. Teachers are engaged in weekly professional learning that allows them to read professional literature, engage in conversation, evaluate lesson plans, activities and level of questioning and work on unit planning that is integrated and moves in a reasonable progression. The staff has just started having conversations about grading and expectations. There will continue to be conversations about how to engage students in their own learning. This will include sharing data with students and assisting them in setting both short and long term goals. This process has started in some classrooms as teachers have shared AimsWeb data with students and worked to set goals for moving closer to the target or goal. The staff has been engaged in conversation as well about how to recognize students more often and in a ways that are meaningful. Parent involvement is an important part

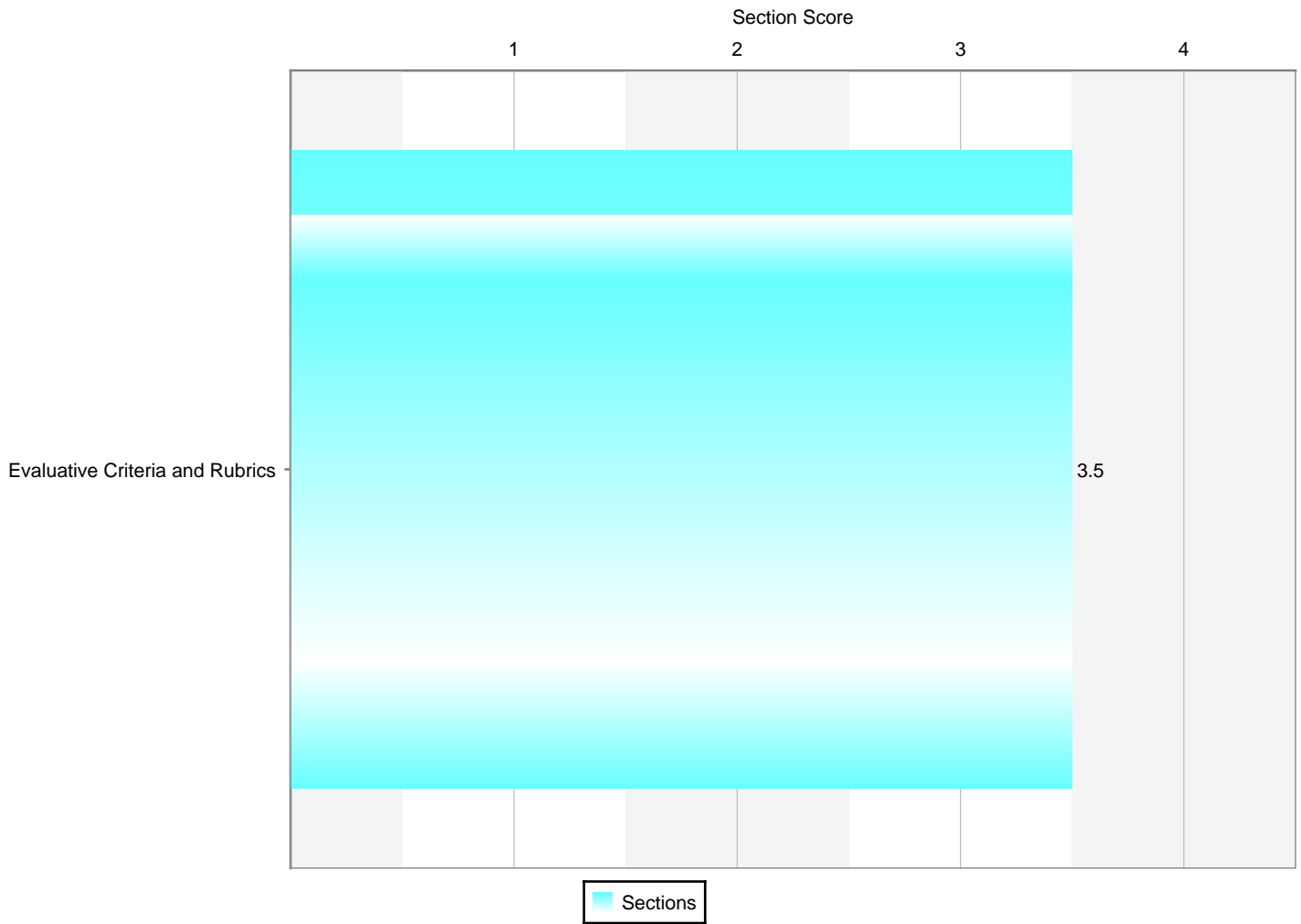
of education and as a school, it is necessary for parents to feel welcome. A parent committee has been formed by the parent liaison. The principal and AP have engaged in meetings with this group each month and parents are receptive and feeling more comfortable being at school. It is necessary for teachers to become more involved in building relationships with parents and families. Most of the time, communication is done through the parent liaison, but teachers need to understand the impact of a smile or presence at a school event. Parents also need to be more involved in determining and revising the mission and purpose of the school. This is an area that continues to be a work in progress. With a change in administration, it is important for the principal to become familiar with the community, the parents and to engage stakeholders. There are plans for an Open House in the winter to bring in a variety of stakeholders to visit the school and see what is going well at CWES. This will be an excellent time for the staff to build relationships with a variety of people.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The School Improvement Plan and Title 1 Plans have been developed using feedback given from surveys and the recent GAPSS visit. From the information gathered from multiple resources, it has been clear that curriculum and instruction and continuous improvement are areas for growth. As a school we are addressing these areas through systematic professional learning, having a clear and deliberate focus on instruction and the instructional needs of our students and more regularly using data to check up on the effectiveness of the instruction. Due to new administration, there is work being done to reimagine and redefine the school, the vision and mission. It is important to note that while those conversations are taking place, the main focus of CWES is to ensure that we are teaching every child every day.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The data that is collected formally shows that student performance is steadily increasing over time. For the last 5 years, there has been an increase in the percentage of students meeting or exceeding the expectations on the CRCT in reading, ELA, math, science and social studies. Math and social studies have been significant areas of growth over the last 5 years. In math, there has been increases ranging from 8-37% in the number of students meeting or exceeding the expectations. In social studies the number of students meeting or exceeding the expectations have increased between 11% and 33%. CCRPI scores have also increased over time. In 2013 CWES scored 57.1 CCRPI points. In 2014, CWES scored 75.2 CCRPI points. This is an 18% increase in points scored. This increase is attributed to an increase in Achievement Points (36.2 to 40.6), Progress Points (14.9 to 17.7) and Achievement Gap Points (5 to 12).

Informal data is collected in a variety of ways using unit assessments, DRA, GKIDS and most recently AimsWeb (a universal screener and tool for progress monitoring). This data, does not indicate the significant increase in student achievement, but does show areas of strength within the school. This data is being used to make instructional decisions, change instructional practices, and determine how to strengthen the core instruction that is received by all students.

Describe the area(s) that show a positive trend in performance.

Several areas show a positive trend in student performance. As a school, there has been a steady increase in overall student achievement according to the CRCT. In 2009-2010, 83% of students in grades 3-5 met or exceeded expectations on the reading CRCT. However, in 2013-2014 89% of students met or exceeded the expectations. In 2009-2010, 55% of students in grades 3-5 met or exceeded the expectations on the math CRCT and in 2013-2014 that percentage increased to 83%. In addition to these core areas, there has been a positive trend in performance in ELA, science and social studies.

There has also been a positive trend in performance in the CCRPI points earned in year over the last 3 years years. There has been an overall 20 point increase since 2012, due in part to continued growth in achievement, progress and closing the achievement gap.

Which area(s) indicate the overall highest performance?

Students consistently show higher performance in the areas of math, ELA and social studies. In 2009-2010, 55% of students in grades 3-5 met or exceeded the expectations on the math CRCT and in 2013-2014 that percentage increased to 83%. Most recently, AimsWeb benchmarking data showed that the majority of students in grades K-5 had a strength in math, specifically math computation.

Which subgroup(s) show a trend toward increasing performance?

To subgroups show a trend toward increasing performance: English Language Learners and Students with Disabilities. Students in these subgroups have shown a steady increase in performance over the last few years in all areas tested by the CRCT.

English Language Learners have made the following increases in the percentage of students meeting or exceeding the expectations on the CRCT:

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ELA 2013	80%
ELA 2014	86%
Math 2013	73%
Math 2014	83%
Reading 2013	82%
Reading 2014	89%
Science 2013	62%
Science 2014	70%
Soc. Studies 2013	65%
Soc. Studies 2014	75%

Students with Disabilities have made the following increases in the percentage of students meeting or exceeding the expectations on the CRCT:

ELA 2013	70%
ELA 2014	86%
Math 2013	73%
Math 2014	83%
Reading 2013	82%
Reading 2014	89%
Science 2013	62%
Science 2014	70%
Soc. Studies 2013	65%
Soc. Studies 2014	75%

Between which subgroups is the achievement gap closing?

The achievement gap is closing between All students and both English Language Learners and Students with Disabilities. In the last 2 years, there is little difference in the percentage of students meeting and exceeding the expectations on the CRCT in each of the subject areas.

Which of the above reported findings are consistent with findings from other data sources?

Other data sources show that students are making progress in all areas; however, not at the same level of proficiency. This is due in part to the fact that other data sources require students to complete the assessments independently, without accommodations or modifications. Data sources such as DRA indicate that students continue to struggle with reading fluency and comprehension on grade level texts. With some changes to core instruction and purposeful interventions in these areas, students are showing growth in these areas as well. As the staff continues to intervene in the core and progress monitor, the students will continue to grow when asked to complete assessments independently.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

On assessments such as DRA and AimsWeb, students show weaknesses in reading fluency, comprehension and math application. Last year students scored the following on DRA assessments in grades K-4. This assessment includes reading fluency and comprehension and requires students to read and answer questions independently.

Grade	K	1	2	3	4
% On/Above Grade Level	61%	28%	40%	29%	52%

This data indicates that while students are able to perform on assessments such as the CRCT with read aloud as a testing accommodation, when asked to complete reading and comprehension independently, students are less likely to meet grade level expectations.

Math assessments, unit assessments and AimsWeb benchmarking also show that students are struggling with math problem solving.

The weaknesses in these areas can be attributed to an overall weakness in Tier 2 and Tier 3 vocabulary knowledge for our students. For this reason, there has been an increased focus on building academic language in all students.

Describe the area(s) that show a negative trend in performance.

On assessments such as DRA and AimsWeb, students show weaknesses in reading fluency, comprehension and math application. Last year students scored the following on DRA assessments in grades K-4. This assessment includes reading fluency and comprehension and requires students to read and answer questions independently.

Grade	K	1	2	3	4
% On/Above Grade Level	61%	28%	40%	29%	52%

This data indicates that while students are able to perform on assessments such as the CRCT with read aloud as a testing accommodation, when asked to complete reading and comprehension independently, students are less likely to meet grade level expectations.

Math assessments, unit assessments and AimsWeb benchmarking also show that students are struggling with math problem solving.

The weaknesses in these areas can be attributed to an overall weakness in Tier 2 and Tier 3 vocabulary knowledge for our students. For this reason, there has been an increased focus on building academic language in all students.

Which area(s) indicate the overall lowest performance?

The area according to CRCT that has the overall lowest performance is Science. On other assessments, reading comprehension is an area
SY 2014-2015

of low performance as well. This includes critical thinking and higher level questioning.

Which subgroup(s) show a trend toward decreasing performance?

The students that make up the White subgroup are showing decreased performance or a gap between ELL students and Students with Disabilities. While not a significant difference, there is a difference nonetheless.

Between which subgroups is the achievement gap becoming greater?

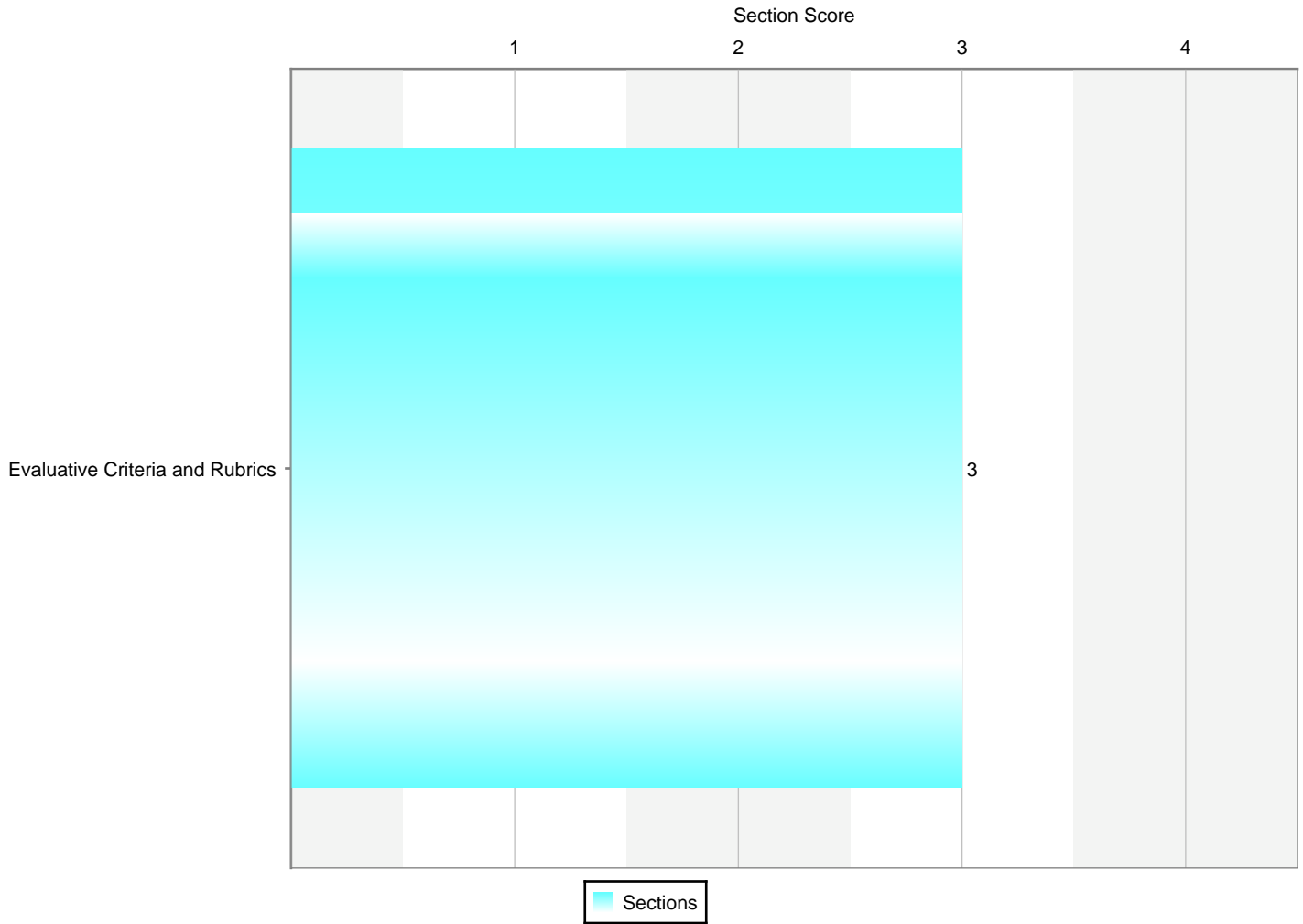
Because the majority of our students are ELL, Hispanic and economically disadvantaged, the students that make up the White subgroup are showing decreased performance and there is beginning to be a gap between White and ELL students. While not a significant difference, there is a difference nonetheless.

Which of the above reported findings are consistent with findings from other data sources?

Formal assessment data indicates that there is a gap forming between White students and ELL students. Less formal data such as AimsWeb data and DRA assessments indicates that white students that are not performing significantly higher than their Hispanic/ELL counterparts.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		School Improvement Plan 2014-2015