Accreditation Report

Chicopee Woods Elementary

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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

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.

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 e16 sig,th.g scall grotweakor mo 0 0 Td 0 -

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.	•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 some0 1 252.2 381 Tm (sr0 0 1 2525.7u31 0iiences are i.getes		

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

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		

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.	•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

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

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.	•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		

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.	•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.	•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.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration	

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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.	•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

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

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

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

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

aligning resources with the overall needs of the school. Data has revealed a need for a direct, core phonics program in grades K-2.

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.	•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.		

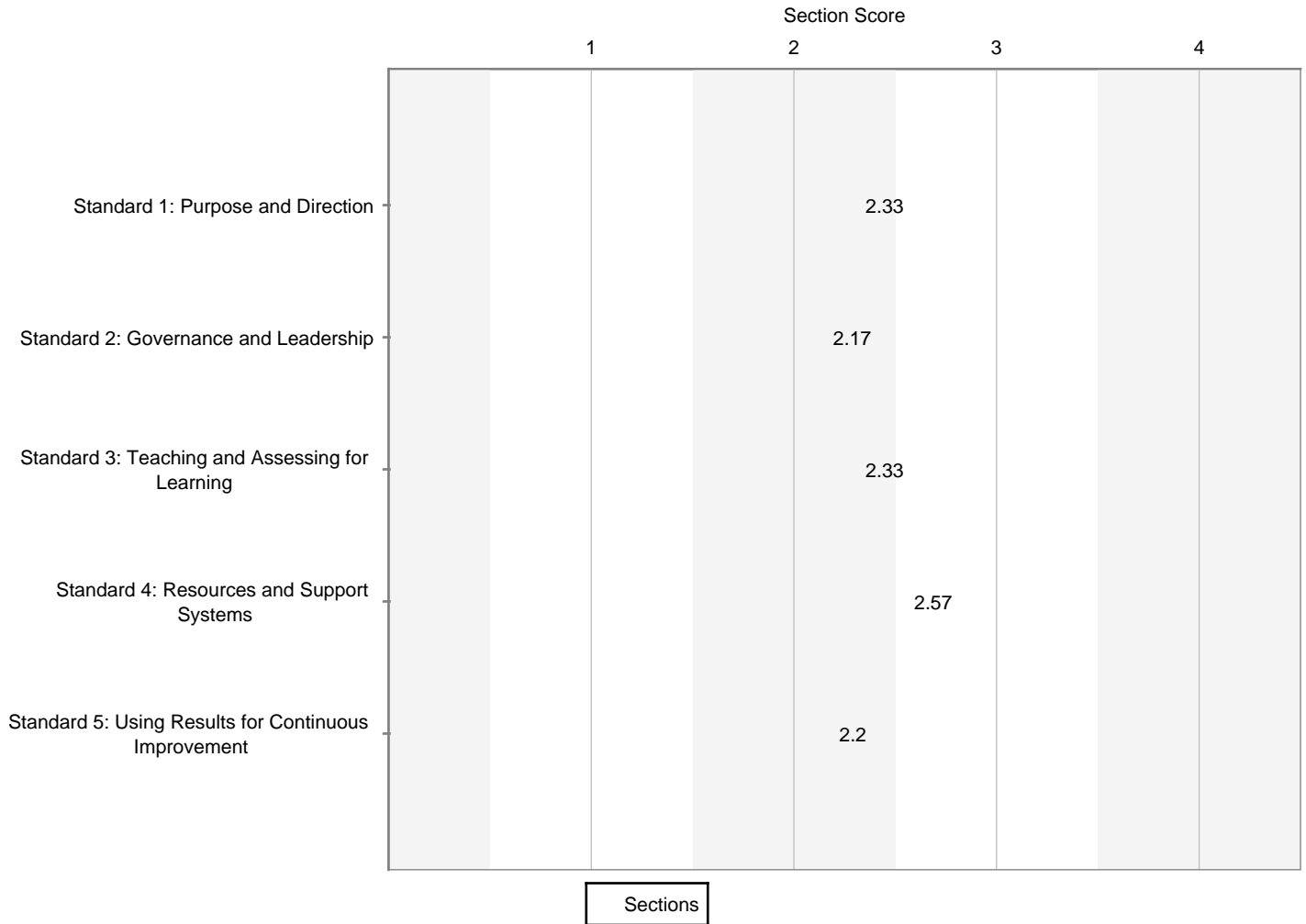| Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, 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.	•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.	•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

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 2.33

Standard 2: Governance and Leadership — 2.17

Standard 3: Teaching and Assessing for Learning — 2.33

Standard 4: Resources and Support Systems — 2.57

Standard 5: Using Results for Continuous Improvement — 2.2

Sections

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

Stakeholder Feedback Data

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

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.5
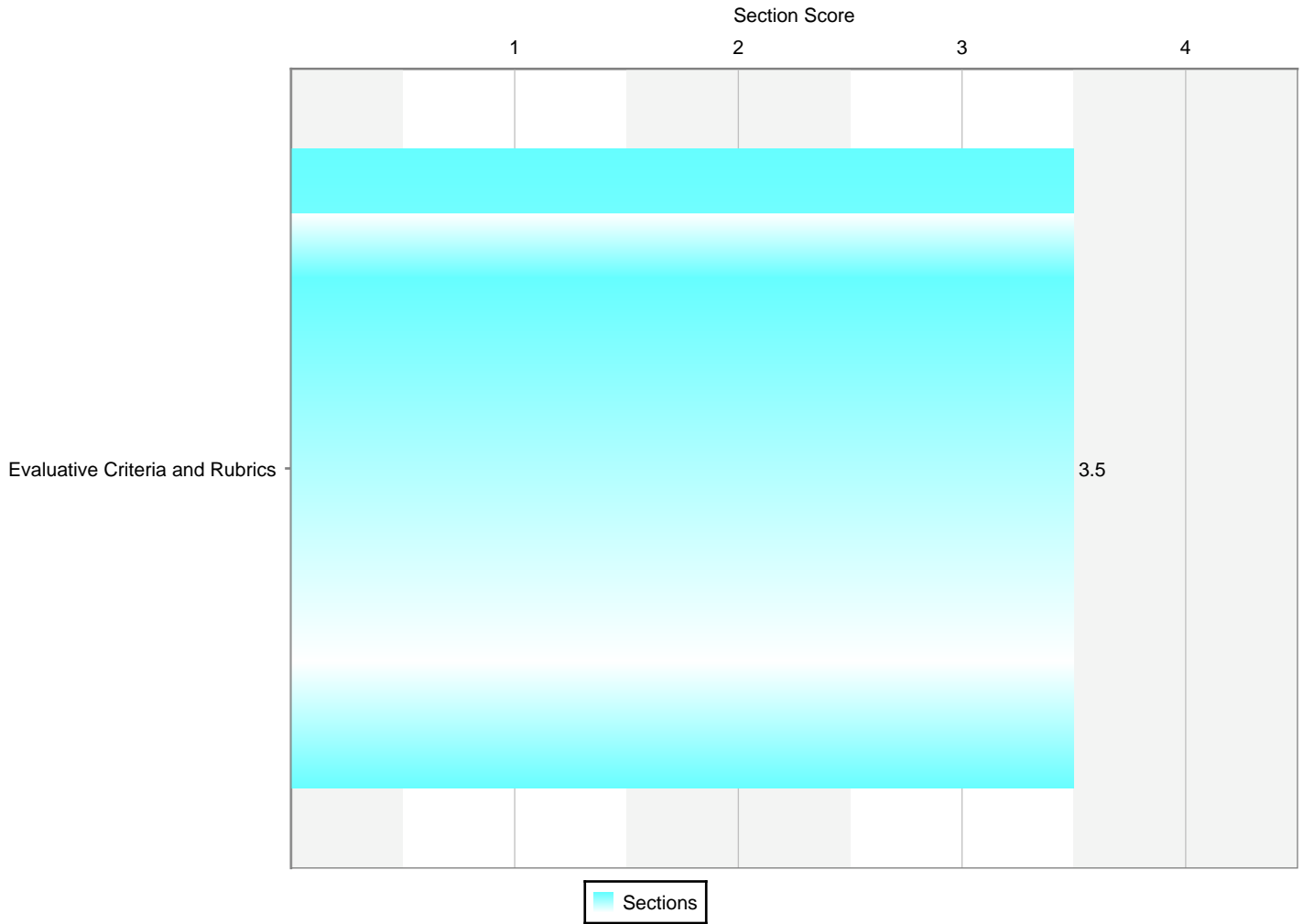
Sections

Student Performance Diagnostic

Introduction

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

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 assesments 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 assesments 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
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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

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

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3
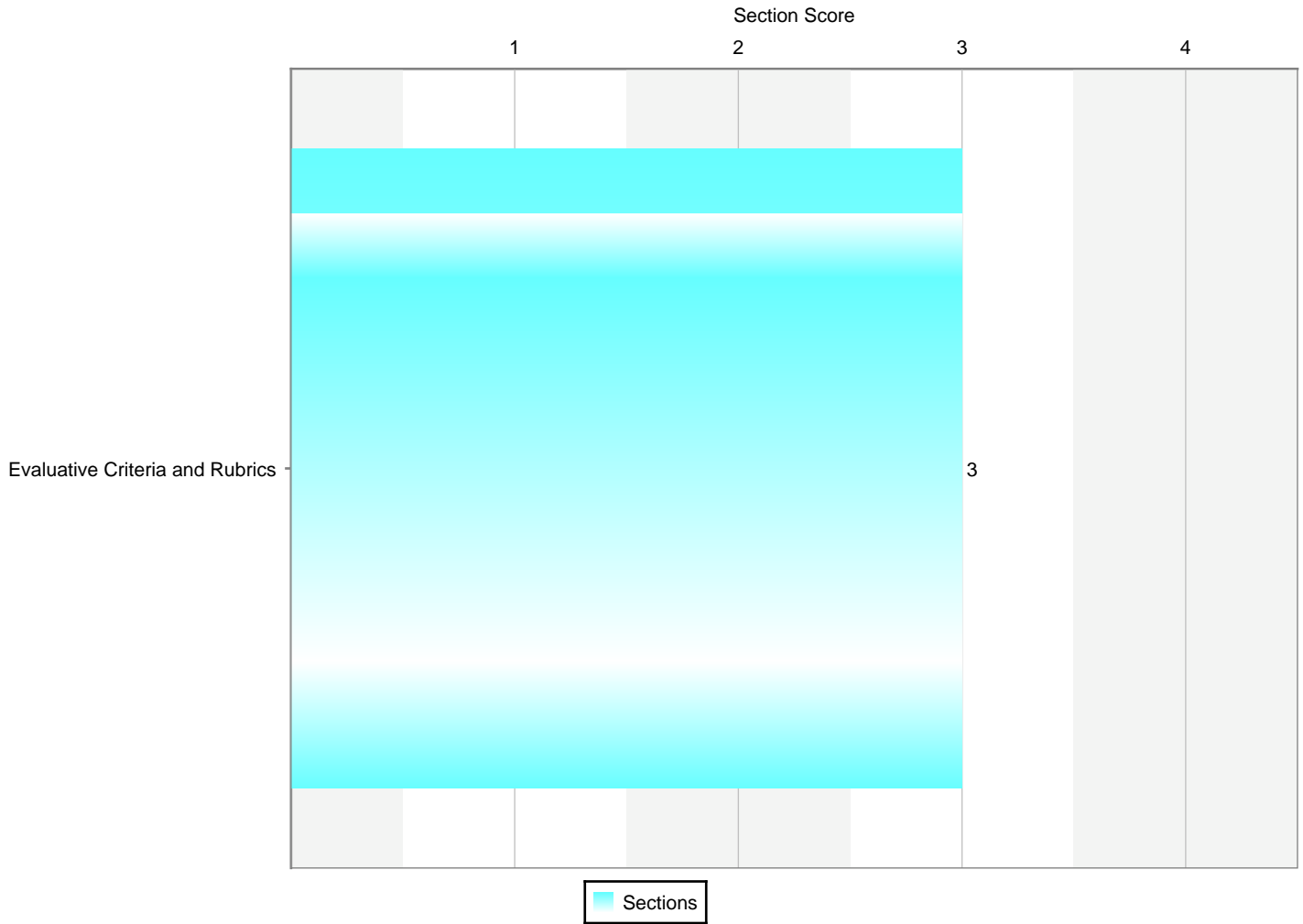
Sections

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.