Accreditation Report

World Language Academy

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.

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.

It is the mission of the World Language Academy to offer students at the very earliest stages of public school education the opportunity to engage in the study of world languages and to engage in a dual language immersion program in Spanish.

In this world-class educational setting, students in grades Pre-K - 8 learn under the dual immersion model and receive most of their instruction in Spanish while learning Chinese, Portuguese, and French. With the recognition that high school graduates are faced with increased connectivity with people worldwide, adults in this school guide students to become multilingual, multicultural citizens. This outstanding inquiry-based program provides students real-world opportunities to collaborate with business leaders and educators across the globe. Students hone problem solving skills, acquire new languages, and develop new relationships with peers around the world while creating products and business models.

With the goal of providing a variety of career paths for students in addition to traditional content areas of instruction, the WLA offers the following four distinct career pathways that will promote the multilingual, multicultural skills gained by students in this dual-immersion setting: information technology, health science, hospitality and tourism (to include business marketing and culinary arts), and graphic design.

Expectations are high for all students in this educational environment. Above the engaging project-based learning environment, there is a distinct purpose of establishing a sense of community among students, staff members, family members, and community members.

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.

Awards:

- Premio Verde Escolar - Univision and Brandsmart

- Georgia School of Excellence

- Lowe's Greenhouse award

- International School of Excellence - CASIE (Center for the Advancement and Study of International Education) 2009 The Carter Center

- Winner of ACTFL's National Video Contest, 2012

- Premio Verde Escolar (Green School Award), 2012 - Univision and Brandsmart USA

- Placed in the World Odyssey of the Mind Competition, 2013

- Georgia School of Excellence, 2013

- Brazilian administrator exchange program

- Lowe's Greenhouse grant (don't know the title)

Selected to present at the following conferences:

- International Conference on Global Education - 2011

- NABE (National Association for Bilingual Education) -2011, 2012, 2013

- GATESOL (Georgia Teachers of English to Speakers of Other Languages)- 2012 - Atlanta, GA

- Education Works leadership Institute fall, 2013

- Georgia Grade Level Reading Campaign

Students and staff have collaborated to:

-Develop the nation's first bilingual instructional cookies (sold nationwide) with owners of the Dick & Jane Baking Company

-Conduct weekly video conferencing with students and teachers at the Marina Orth School in Medellin, Colombia

-Connect business leaders with students

-Create (in conjunction with the Rollins Center of the Atlanta Speech School) a Spanish video geared toward guiding Hispanic parents to understand the importance of reading to their children to build a strong foundation that will lead to educational success

-Give US and Brazilian administrators opportunities to develop professional expertise, increase knowledge and understanding of each country, and establish lasting ties through collaborative projects between the US and Brazil

-Create a unique partnership between staff of UGA's Portuguese Flagship Program and the University of Sao Paolo in Brazil

-Establish relationships at Colegio Menor San Francisco in Quito, Ecuador

-Train pre-service teachers at the University of North Georgia

-Model sales and service of international foods in Mercado

School staff members are distinguished leaders on diversity in education, language acquisition, multicultural education, and innovative education and engaged as speakers across metropolitan Atlanta and north Georgia. They continually seek to develop professionally as educators.

Because part of the mission of the school to design an internationally-minded student body, our WLA staff is committed to continuing their

professional learning through the study of the Primary Years Programme and Middle Years Programme of the International Baccalaureate way of educating students. Ten staff members will receive professional development in these areas with the plan to share this training throughout the school. Ten staff members will receive training at the Woodruff Arts Center to promote integration of the arts into the instruction, and an ongoing professional development program regarding integration of the arts has been planned for the coming year for all staff members.

Additional Information

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

The World Language Academy is a teacher development center. Staff collaborate with staff from the University of North Georgia, University of Georgia, Brenau University, and other area universities to help guide education students through their final years of their teacher education programs.

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

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: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and			

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.

Staff members collaborate to review student data and create action plans for continuous improvement. Short term action plans are created at grade level, in committees, and in the leadership team to set the course for continuous improvement.

Teachers feel that the ideas for school improvement are great and innovative, but they feel there are too many new ideas with no continuous plan. They believe the ideas are not clear, and that there is constant change.

For example, they would like to revisit the concept of developing a continuum of writing samples in English and Spanish so they would be able to show grade-level expectations of writing to parents and guardians. They feel this was never completed, and they would like to have access to a completed document.

They believe we should make a point to focus on the one direction that is with a consistent focus on the dual-language model in order to develop a cohesive plan for improvement.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

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 support the school's purpose and direction and the effective operation of the school. 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 all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Staff handbooks •School leadership team meets twice per month during the school year. School council meets four times per year. All staff members complete Compliance Modules every year.	Level 3

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.	•Governing body minutes relating to training	

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 deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Survey results used to help develop teachers and leaders professionally. Raptor records for parent sign-in. International festival attendance, Hispanic Heritage Month, Culturally and linguistically-authentic books, international study-abroad experiences.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Involvement of stakeholders in a school improvement plan •Teachers, parents, and system level coaches support school improvement plan. Dual-immersion workshops Dual-language conference for Georgia held here.	Level 3

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 focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and 2 TmconandIndicator	

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: 2.75

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 •Learning expectations for different courses •Representative samples of student work across courses •Descriptions of instructional techniques •Learning language through the content provides an additional challenge for all students. Global mindedness IB learner traits Career pathways Mercado (1st grade, 4th grade, middle school) Integrated units professional learning groups	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.	•Curriculum guides •Common assessments •Standards-based report cards •Products – scope and sequence, curriculum maps •Lesson plans alignements	

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.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Scoring rubrics for projects, math, writing Aligned with standards Evidence of student work in Spanish and English RTI strategies Conferencing with students Modeling is an exemplar	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.

It is felt that goals are set, but we need to continue working on reaching those goals. We should actively follow through and look at data as it relates to goals.

There are curriculum maps, but there is a consensus that we need to focus as a school on developing integrated units as a school. There is a belief that there should be more consistent follow-through as well as guidelines.

The Teacher Keys Evaluation System is used consistently by administrators to evaluate staff members, and administrators participate in and provide professional learning times for all staff members. Administrators consistently use the TKES evaluation tools to help support improved instructional practices throughout the school by providing steps to improve both in the electronic format and in person.

Because we are split between campuses, we have very limited time to come together as a whole staff. We are currently working with system experts to learn about and use lesson study, "number talks," and "accountable talks" as ways to improve student outcomes. Additionally, we are working with our school psychologist and occupational therapist to integrate strategies that will help students with sensory needs and other needs. During the summer, many staff members participated in professional learning opportunities from the Woodruff Arts Center and International Baccalaureate training. Teachers work to create ways for students to come together such as book buddies, Internet sharing, and education students teaching younger students as part of their classroom experience. In this way, students of all ages are seen connecting and collaborating to learn.

New teachers are able to participate with teacher mentors and in the new teacher group that provides professional learning and guidance on school and system protocols. .

The majority of staff members believe this is a top-notch school for family engagement. This school is hailed as a shining star for cultural and linguistic sensitivity across the state, and parents report a welcoming environment for all. However, teachers still believe there is a need to improve communication about their children's levels of academic achievement.

While students at our school are well-connected to adults, there is an inconsistent measurement standard for these activities. Professional learning opportunities and workshops are regularly shared with staff members via email. Data, assessments, and notes on students are shared on individual students.

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.	•School budgets for the last three years •Assessments of staffing needs •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		

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 •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •New teacher professional learning group Technology committee	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 •Teachers are asked to create wish lists, but technology allocation is dependent on system level budget and schedule of allocation.	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.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •English classes for parents Support services are available and links are provided by the counselors.	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.	•Referral process is part of the RTI process. Divorce Recovery group	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 well-staffed, but there was a system-level decision to delete instructional coach from our school. Staff members feel that a coach would be helpful. However, the system has provided extensive support through system-level coaches, and teachers are supported through continued collaboration of teacher leaders. Teachers collaborate to create such things as the instructional fair and the state's first dual-language conference to provide sessions in which professional learning of a variety of types is offered to our staff and members of schools from around the county and state.

The school system holds a contract with a janitorial service to clean the buildings, and there have been some system-level staffing challenges in that company. Therefore, the buildings have not always been maintained in the cleanest state. There is a concern that heaters and air conditioners break and may not be repaired in a timely manner. Also, primary campus staff members report a concern for a gas odor outside (near the cafeteria) that concerns them. This odor has been reported numerous times, and safety experts have come to the school many times, but they report that there is no cause for alarm.

The staff is very proud of the career pathways courses that prepare students to make decisions regarding prospective careers. Students find active engagement in these classes and multiple opportunities to further explore the use of communicative skills in both English and Spanish.

Teachers and staff promote the use of technology as a tool to help improve communication and to engage students in the learning. There is a believe that more materials should be allocated and funding should be secured to purchase enough materials to fulfill the school's purpose.

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: 2.4

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 •Evidence that assessments are reliable and bias free •-Charter Report -Leadership Team Meetings	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.	•Survey results •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 •-SLO Plans -Mid-year checks (Mid-year conference: TKES)	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.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •-SLO Training -IPT Training -SEL Training -DRA Training -Pioneer RESA-SLDS Training -TKES	Level 2

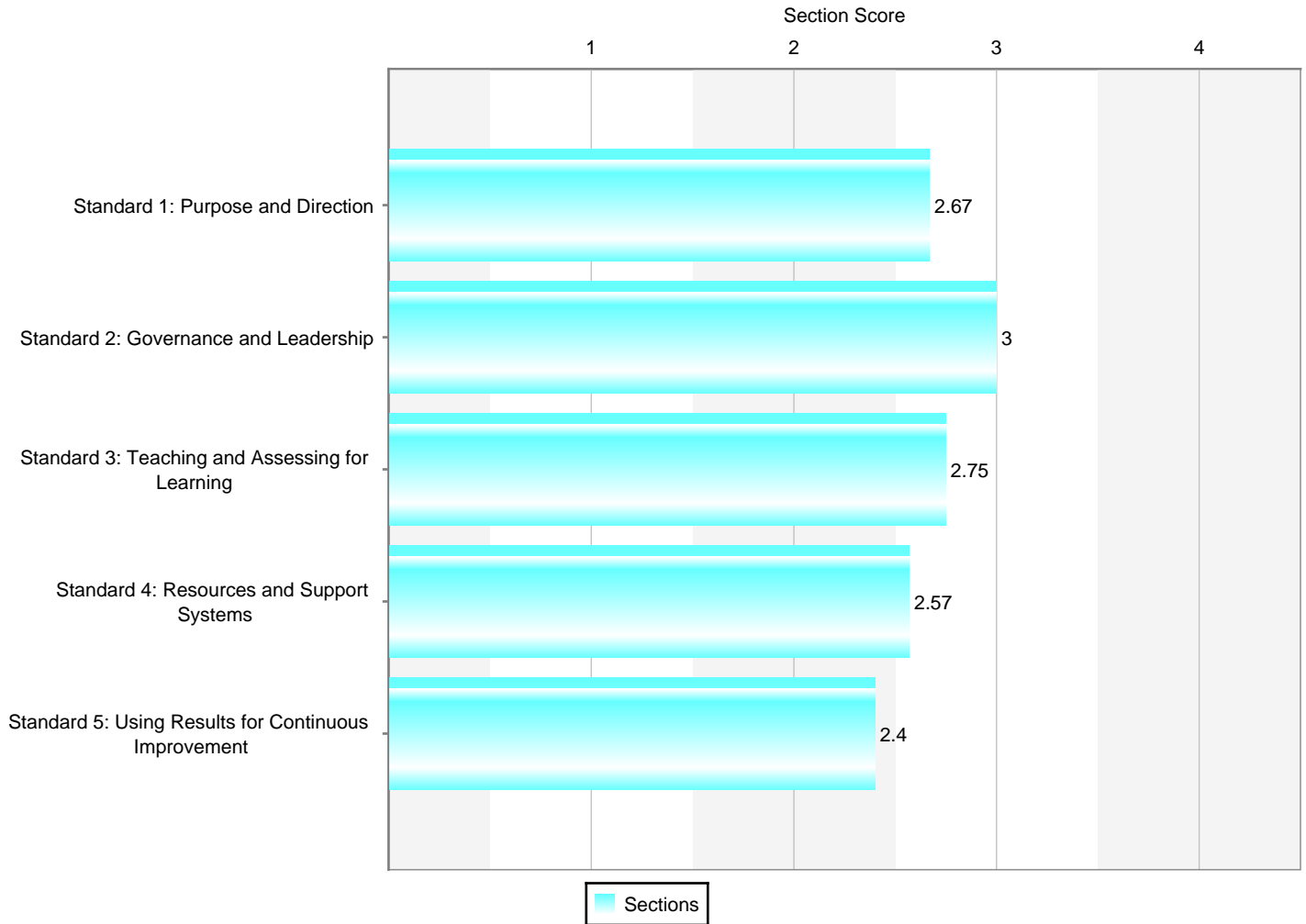| Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently 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 •Examples of use of results to evaluate continuous improvement action plans •-School Improvement Plan -Short-Term Action Plans -Charter Report	Level 3

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.	•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •-School Council -School and State Website -Leadership and Staff review data each year	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.

Staff members would like to have more opportunities to sit and analyze data on a regular basis. They feel the leadership team members are well-informed about school data, but they would like for all staff members for look at data, conduct root cause analyses, and dig deeper into the data to have a true understanding of student achievement and how staff members could use those data to make informed decisions about developing the continuous improvement plan.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 2.67

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 2.75

Standard 4: Resources and Support Systems — 2.57

Standard 5: Using Results for Continuous Improvement — 2.4

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 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		WLA Stakeholder Feedback Summary and Next Steps

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		

Areas of Notable Achievement

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

We noticed that the standard 4 was highest level of satisfaction/approval among parents.

Standard 1 is highest among satisfaction/approval staff.

Standard 5 is highest among satisfaction/approval students.

4 is above 4% on all of the standards.

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

Standard 4 shows a trend toward increasing stakeholder satisfaction or approval.

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

Standards 1 and 4 (Purpose and Direction and Resources and Support Systems)

Areas in Need of Improvement

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

Standard 3 (teaching and assessing for learning)

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

Standard 3 (teaching and assessing for learning)

**What are the implications for these stakeholder perceptions?**

Communication regarding student progress and student work has been consistently reported as lacking in this school. Parents/Guardians feel they would like to know more about how their children are doing academically as well as linguistically. There is a need to improve communication about student progress. The school needs to develop a plan to improve channels of communication about student progress for all students, and this plan should be implemented very quickly.

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

Standard 3 (Teaching and assessing for Learning)

Report Summary

Scores By Section

Section Score
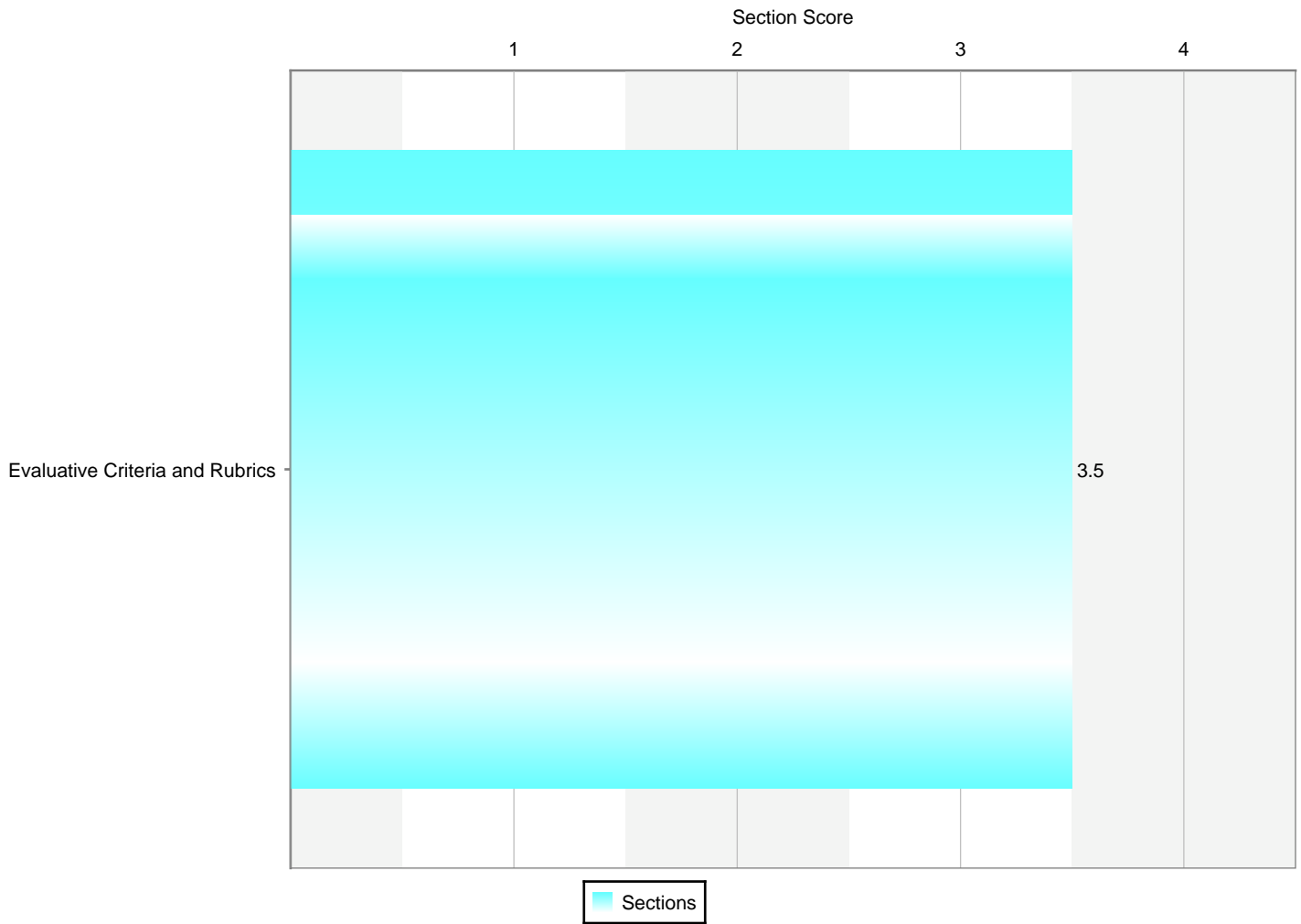
Student Performance Diagnostic

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		WLA Student Performance 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	

Areas of Notable Achievement

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

Quality of Learning: We feel that our school offers a truly unique learning experience within the dual language model offering Spanish and English instruction for our students that no other school offers. Students learn in Spanish and English while studying Mandarin Chinese, Portuguese, and possibly French while gaining cultural competencies typical in an international school.

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

Reading comprehension: Based on the raw data, we see a positive trend in this area in both languages. Students at World Language Academy are learning the content through the two different languages (Spanish and English). Therefore, their levels of reading comprehension are naturally increasing as is expected according to the research by Thomas and Collier. It is expected that target language levels will increase as time increases under the dual immersion program.

Which area(s) indicate the overall highest performance?

Language acquisition (Spanish and English) are the areas of highest performance. Our reading and ELA data from the CRCT are also high.

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

Social studies scores have trended toward improving with our economically disadvantaged, English Learners, Hispanic, Gifted students, and Students with Disabilities. Based on the CRCT results, our students with disabilities increased their performance in every area of the CRCT, and as expected, our Hispanic students have trended toward improving in their testing scores moving toward fewer students who did not meet in all areas of the CRCT.

Between which subgroups is the achievement gap closing?

Due to the nature of our model of immersion instruction, the achievement gap is closing between our Hispanic and English Learner students and our non-ELL students.

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

Achievement gap closure and language acquisition correlate to the CRCT, DRA, IPT, ACCESS, and SEL assessments.

Areas in Need of Improvement

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

Students in grades 4, 7, and 8 are below the expected levels of performance in math.

Students in 7th and 8th grades are below the expected levels of performance on the Social Studies section of the CRCT.

Students in 6th and 8th grades are below the expected levels of performance on the Science section of the CRCT.

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

Math, Science, and Social Studies

Science and Social Studies-According to observations and teacher conversations, science and social studies are being taught in a variety of the ways across the school (in both English and Spanish). As a result of this negative trend in performance, teachers and school leaders met to review data and determine steps needed to unify science teaching. Teacher leaders were enrolled in IB training courses during the summer, and it was decided that an inquiry-based cycle of teaching would be implemented for the 2014-2015 school year.

Math: As we shifted to the Common Core standards, it was noticed that students in many grade levels were struggling with fluency. We decided to invite the system math teacher on assignment to implement a year-long professional learning plan to address the areas of concern.

Which area(s) indicate the overall lowest performance?

Math, Science, and Social Studies are the areas of overall lowest performance.

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

Based on CRCT data, our gifted students trended toward decreasing performance in the areas of Language, Mathematics, and Science moving from exceeds scores of 88% to 74% in Language, from 84% to 81% in Mathematics, and 88% to 70% in science.

Our English Learners moved from 48% meets in Science to 42%.

Between which subgroups is the achievement gap becoming greater?

The achievement gap between Economically Disadvantaged and Non-economically Disadvantaged students has increased in the Science score of the CRCT (going from a16% spread in 2011-2012 to a spread of 18% in 2013-2014. Additionally, there has been an increase in the did not meet category for Students with Disabilities in Science and Math.

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

We were surprised by our data from our Gifted students as well as the trend toward lower science scores. However, the change to the Common Core Standards helped us to see the concerns over math fluency.

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.

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.	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: - 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
99 0 RG 306 176 55.8 13 re Bu 0 0 0 5 w 0 0 l 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	The security and crisis management plan is available in hard copy form for review at the school due to security reasons.	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accou8ii56 Tm (th is Yf1 0 0 1 112.7 1)0 0 1 29 263 Tm /F2 9 Tf (3.)T Tm /F1 6 l 501.3 145 m 501.3 176 l 501.3l			