



Accreditation Report

Henry Clay Elementary School

Hanover County Public Schools

Mrs. Teresa Keck
310 South James Street
Ashland, VA 23005

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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?

Henry Clay Elementary is nestled in the supportive community of Ashland, Virginia. We are proud of our unique format of being a primary school; home to grades preschool through second grade. Our school boundaries encompass both the town and the rural area of Ashland, contributing to a diverse student population. Many of our students reside in Section 8 housing. In addition, we have a growing transient population that reside in area motels.

Our current student enrollment numbers are 421 that includes three Head Start classrooms, six sections of kindergarten, five sections of first grade, and six sections of second grade. Our student body is comprised of a fairly diverse group of students where approximately 47% are economically disadvantaged. Fifty-one students receive special education services that include speech and language. Five students have been identified as Gifted and Talented.

54% of our teachers hold advanced degrees and we are able to provide a 19:1 student to teacher ratio. In addition to classroom teachers, Henry Clay has three reading specialists, one interventionist, ITRT, and one part-time math coach. Tier 2 and Tier 3 students could receive the following interventions: Reading Recovery, Reading Mastery, Leveled Literacy, Saxon Math, Special Education and/or small group instruction.

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.

Henry Clay Elementary's mission is to educate and motivate children to reach their maximum potential. The support of parents, teachers, administrators and the community enables Henry Clay Elementary School to build the foundation for confident life-long learners. Our students practice the school's motto each day: "Today, I will take pride in all I do. I will work hard and have a positive attitude. I am a successful Tiger Cub. I have PAW power." The school's values and ideals fit seamlessly with Hanover County Public School's mission to provide a student-centered, community-driven organization that provides a quality education for lifelong success.

PBS (Positive Behavior Support) has been implemented for many years at Henry Clay Elementary School. This is a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. This is a continuum of positive behavior support for all students across all school settings such as: classroom, hallways, cafeteria and restrooms. The use of PBS as a strategy to maintain appropriate social behavior results in safer schools and a more effective learning environment.

Henry Clay is also home to Intercept's Therapeutic Day Treatment (TDT) which is a school based service for students who exhibit emotional, mental and behavioral difficulties that impede their ability to function appropriately in school. They receive support both in school and at home in order to increase attendance, reduce disciplinary actions and improve academic performance.

The Watch DOGS program (Dads of Great Students) continues to be a success at Henry Clay Elementary School. The program encourages dads and male mentors to volunteer in visible ways during the school day. This program has increased interactions between the school and community. We also have continued to build our relationship with the local business community. We currently have eight Business Partners. These partners support our school community by donating their time, instructional supplies, and monetary contributions.

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.

Henry Clay Elementary is the proud home of 3 National Board Certified Teachers. In addition, we currently have the Hanover County Support Employee of the Year on staff, former Hanover County Teacher of the Year, as well as numerous Hanover Education Foundation Grant winners, VCU clinical faculty and R.E.B nominees. Our principal, Mrs. Terri Keck, is a R.E.B. winner for excellence in leadership. We are a fully accredited school as measured by the standards of learning assessments completed by our John M. Gandy students. Our school is strongly supported by our community and business partners. This support includes instructional funding opportunities for teachers to apply through our Points of Excellence grant program. Henry Clay strives to lay a firm foundation for educational success as well as opportunities to extend and create meaningful and authentic learning opportunities for all students.

Additional Information

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

Henry Clay Elementary School recognizes how critical the first years of education are in the development of lifelong learners. The school embraces 21st century skills while maintaining an approachable and welcoming environment. School administration as well as the PTA have invested in various tools such as iPads and Smartboards to make lessons engaging, relevant, and appropriate for the variety of needs of our students. There is true collaboration among all faculty and staff to accelerate student achievement; this includes custodians, classroom aides, bus drivers, cafeteria workers, community members and office staff.

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: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Purpose statements - past and present •Henry Clay PAWS motto recited by students each morning *E-Connect messages sent from administration to families on a weekly basis 	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 evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •PBS and Data Meetings *Teacher evaluation process based on student achievement *Committees are comprised of representatives from all grade levels *iStation interventions *RTI *Flexible groupings *Use of resource specialists (Gifted/Talented teacher, ESL teachers, etc.) to provide challenging, equitable educational programs 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Benchmark check ups in gap groups*Data notebooks and data cards maintained by each teacher*Data on shared drive for all to access*Reading specialists present at weekly grade level meetings*Regular data meetings between classroom teachers and reading specialists*School Improvement team meets monthly	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.

Henry Clay is driven by student success/performance and data, making these noted areas of strength in this standard. Teachers collect various pieces of data and record it on a shared computer drive so that leaders are continuously reflecting on data to ensure challenging, equitable educational programs are being made available for all students. There is a constant dialog between school leaders and teachers through regular data meetings (which involve reading/math specialists, classroom teachers and administration) to assure that all students achieve learning, thinking and life skills necessary for success.

While much of this student-centered evaluation process is coming from the new county-wide teacher evaluation system, there are many strategies Henry Clay already had in place prior to these new mandates from the county including: paper and pencil parent surveys sent home with report cards to engage stakeholders in various processes, the school motto that students recite each morning which serves as a purpose statement focused on student success, data cards placed in each student's cumulative file at the end of the year which serve as a profile with current and comprehensive data on student performance, availability of reading specialists to discuss data at weekly grade level meetings. These strategies will continue to be utilized by Henry Clay in addition to other mandates from the county.

If there are any weaknesses in this standard, it would be in the idea of continuously revising and communicating the school's purpose. While Henry Clay administration sends out weekly e-mails (via E-Connect) to communicate upcoming school events and relevant news, we understand that not all stakeholders are able to access this mode of communication.

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.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •Hanover County's policy manual can be found at: http://hanover.k12.va.us/policymanual/ *Student handbooks handed out each school year with parent/guardian signature required *Student policy manual can be found at: http://hcps2.hanover.k12.va.us/instruction/buildings.htm *County-wide 'School Opening Manual' includes procedures and information about various school items 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none">•List of assigned staff for compliance•Proof of legal counsel•Assurances, certifications•Findings of internal and external reviews of compliance with laws, regulations, and policies•Communications about program regulations•Hanover County School Board maintains a section of the school division's website with dates of upcoming meetings as well as copies of board meeting minutes; a year's worth of minutes can be accessed on this site*Hanover County participates in outside quality and efficiency reviews with results announced to stakeholders*The school division employs a lawyer and also invites counsel in to talk with school leaders <p>http://hanover.k12.va.us/schoolboard/school_board.htm</p>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Hanover County solicits stakeholder input on a yearly basis and posts school profiles annually http://hcps.us/profiles/schoolprofiles.htm *Henry Clay sends surveys to our parents each nine weeks, covering topics such as safety and instruction *School Board meeting minutes are posted for stakeholders at: http://hanover.k12.va.us/SchoolBoard/Board_notes/notes-fr.htm *Henry Clay maintains a school improvement process for our school 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none">•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•Henry Clay solicits stakeholder feedback throughout the school year*Each grade level has a team leader and these leaders attend monthly meetings at which school improvement items and other instructional decisions are made*Teachers meet regularly to discuss instructional data with instructional specialists as well as administration*Staff members complete annual surveys regarding safety, instruction, leadership, etc.*Each staff member is a part of a school committee	Level 3

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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.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •School improvement is handled in our regularly scheduled PTA meetings during our principal's and teacher's reports and new business with minutes are posted on our PTA's website *Henry Clay regularly solicits stakeholder input through the countywide survey as well as school specific surveys *Staff also participate in surveys and routinely survey their students and individual families *Our principal holds an informal meeting with parents to discuss various programs and where concerns can be voiced 	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.	<ul style="list-style-type: none"> •Governing body policy on supervision and evaluation •Representative supervision and evaluation reports •Our county's evaluation process has recently undergone a great deal of enhancement; specific PD offerings were held to meet the needs of all staff on this new observation/evaluation system *Videos were shown to keep the message consistent across the county *The Teacher Evaluation Process focuses on seven performance standards that are critical to quality instruction which leads to increased student achievement 	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.

Our school is supported by active and involved central office staff members and School Board representatives. They are present within our buildings on a regular basis and support the mission of our school. Policies, procedures, and actions of our Board are posted so that all stakeholders can stay abreast of activities and initiatives. Our school improvement process is continuous and is embedded within various structures of our daily operations. Henry Clay and Hanover County regularly solicit stakeholder feedback through surveys and committee meetings. The students at Henry Clay state our school's motto each day. Each PTA meeting has a principal's report and a teacher's report portion. PTA meeting minutes are posted and linked from the school's website for interested readers to access.

The County values teacher input when developing new methods and procedures, evidenced most recently during the overhaul of our observation and evaluation procedures. Extensive professional development opportunities were held in order to educate all staff members on the new procedures. In addition, teacher representatives from each school were a part of developing the county's new process.

Our Board Members are an active and important part of our County's success.

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.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Representative samples of student work across courses •Course schedules •Descriptions of instructional techniques •The courses at Henry Clay provide a firm foundation for all students *Opportunities for enrichment are present *School staff (reading/math specialists, G/T, ESL and technology teachers) collaborate on lessons, projects, and planning to meet the needs of all students *Individualized Education Plans are incorporated for students in the special education program *G/T teacher plans weekly to ensure differentiation for advanced learners 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none">•Curriculum guides•Common assessments•Surveys results•Products – scope and sequence, curriculum maps•Lesson plans aligned to the curriculum•Curriculum descriptions and a scope and sequence are posted for all staff and community stakeholders to view: http://hanover.k12.va.us/instruction/curriculum.htm*Teachers work with each other and curriculum specialists to develop appropriate and reliable assessments*Data gleaned from these assessments is examined on a regular and scheduled basis*Instructional decisions (such as reading groups, intervention group development, etc.) are constantly monitored and adjusted accordingly	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and 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 students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •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 •Surveys results •Interdisciplinary projects •Teacher collaboration with one another and specialists, such as ITRTs, to integrate 21st century skills into their lessons <ul style="list-style-type: none"> *Teams meet weekly to plan and discuss ways to extend and enhance lessons *PD opportunities (at both school and division level) are given throughout the school year and on dedicated days prior to the start of the year *Henry Clay has a computer lab and SMARTboards in every grade level classroom *Teachers are evaluated annually using multiple means of assessment 	Level 3

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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 to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none">•Curriculum maps•Documentation of collection of lesson plans and grade books•Supervision and evaluation procedures•Peer or mentoring opportunities and interactions•Recognition of teachers with regard to these practices•Surveys results•Examples of improvements to instructional practices resulting from the evaluation process•Administrative classroom observation protocols and logs•Each staff member is evaluated on a systematic basis, through both informal or formal means<ul style="list-style-type: none">*Curriculum pacing is accessible electronically and teams plan together weekly*Embedded in our culture is the opportunity for peer observations and reflection on best practices*Staff members complete surveys throughout out the year as well as a final survey that addresses leadership and management efficiency*Professional development is focused on student engagement and best assessment practices	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Teachers plan together on a weekly basis *A representative from each team (a team leader) meets monthly with other team representatives to discuss opportunities and school-wide considerations *Common planning blocks are part of the master schedule to promote a collaborative learning community 	Level 3

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.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Samples of exemplars used to guide and inform student learning •Teachers use reading and math check-ins to direct instruction *Students conference with teachers on their writing in order to improve skills *Specific programs used within the building, such as Foundations, Saxon Math and Reading Mastery, have specific assessments and check-ins to ensure understanding and mastery *A G/T teacher collaborates with teachers and leads professional development in order to extend learning for all students *Form A and Form B math assessments are used to ensure mastery 	Level 2

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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.	<ul style="list-style-type: none">•Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •New staff members are paired with buddies or mentors*County-wide sessions for new teachers are available throughout the year for some departments*Teachers using programs such as Reading Mastery have coaches who visit their rooms throughout the year to provide feedback*County-wide trainers and consultants also work with teachers within the Foundations program	Level 2

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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 meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •2 county-wide parent/teacher conference days are scheduled per year; teachers also meet with parents at other times as needed *Parent Resource Center *All students are provided specific feedback and data regarding progress every 4.5 weeks *Many teachers maintain blogs with upcoming events, calendars, weekly grade level newsletters *Open House and a Back to School Night in the fall as well as at least 3 family curriculum nights *PTA provides free family nights to create a family/school connection 	Level 3

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 long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Curriculum and activities of formal adult advocate structure •School administrators know students by name and interact with them daily during times such as arrival, lunch, and departure *Students requiring additional supports, outside of classroom accommodations, can also be recommended for an informal "check-in" buddy system; this pairs a student with an adult to "check in" on their behavior and academic progress *Henry Clay has a guidance counselor and Intercept counselor to support the emotional needs of students 	Level 3

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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.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •Report cards and interim reports are consistent across the county *Parents receive feedback on grades every 4.5 weeks *At Henry Clay, we report in "S" (succeeding), "P" (progressing), and "N" (needs improvement), as well as some traditional grades in 2nd grade (A, B, C, D, F) *Students also participate in county and state wide assessments, such as PALS and benchmark testing *Writing rubrics are reviewed on a regular basis and teachers work in teams to calibrate their grading of writing prompts 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Teachers and staff attend countywide professional development and also have opportunities for training outside the county; these opportunities are discussed with administration while meeting at the beginning of the year and mid-year within a discussion of professional progress *Staff members are encouraged to share their experiences with peers at faculty meetings *PD examples: Debbie Diller math stations, Foundations, iStation, Jan Richardson, Achievement Strategies, Trauma Care Training 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students•Teachers meet on a regular basis to review academic data with specialists and administrators*Data is also uploaded to a secure file on a regular basis for administrative review*Administrators meet with central office staff throughout the year to discuss academic progress and needs*Interventions are put into place based on results from data and teacher input	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.

Henry Clay recognizes the importance of quality instruction and meaningful interactions in order to meet the needs of all learners. Teachers and staff members regularly assess student needs through data, anecdotal reporting, and team discussions. Teachers are given opportunities within the county and beyond to attend professional development sessions to develop their own skills. These ideas are shared with colleagues during staff meetings. Specialists and interventionists are available to work with staff as well as individual students (or groups of students).

Parents play a critical role in their children's academic success. Academic progress reports are sent some on a regular basis and formal and informal opportunities to meet with teachers are provided to families. In addition to their parents being their adult advocate, teachers also develop meaningful relationships with their students to advocate for what they need.

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: 2.71

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •Henry Clay has numerous specialists on staff to meet the diverse needs of our learners *School administrators bring in outside consultants to evaluate program effectiveness *School administrators work closely with the county's human resource department to meet staffing needs and assure hired staff meets state-wide criteria for employment 	Level 3

Accreditation Report

Henry Clay Elementary School

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 focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar •Henry Clay's master schedule maximizes instructional time and is built with the input of staff to best meet the academic and developmental levels of students *Internal school grants (Points of Excellence) as well as countywide grant opportunities (ex. Hanover Education Foundation) are able to be accessed to meet instructional needs *The school's PTA supports the mission and vision of the school by providing fiscal support as needed *HCES is eligible for financial resources by Title I criteria 	Level 3

Accreditation Report

Henry Clay Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •The school's crisis team meets regularly to evaluate drills, emergency scenarios, and stakeholder feedback *Hanover County has a close partnership with local law enforcement to regularly monitor the school campus *Specific sign in and sign out procedures are in place in the office; classrooms have a similar system to track students' movements around the school *Safety drills are held on a routine schedule *School personnel are able to submit maintenance requests online 	Level 3

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 most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Data on media and information resources available to students and staff •Henry Clay's ITRT is available every week to collaborate on lessons and to plan with teachers *The ITRT also offers after school professional development training opportunities, utilizing several different media options 	Level 2

Accreditation Report

Henry Clay Elementary School

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.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•Survey results•Policies relative to technology use•Administration has worked with PTA to implement developmentally appropriate usage of technology within the classroom*Staff members participate in county-wide and school-based professional development related to using technology as an instructional tool*Hanover County keeps personnel updated regarding enhancements in technology*Every classroom has a SMARTboard; there is a laptop lab (outfitted with a Smartboard) as well as class sets of both laptops and iPads to be checked out	Level 2

Accreditation Report

Henry Clay Elementary School

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.	<ul style="list-style-type: none">•Student assessment system for identifying student needs•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•Henry Clay has implemented a successful Positive Behavior Support System which has been led by a school counselor for the past 5 years*We connect our families to numerous outside agencies and community support systems such as: Hanover Community Services Board, the county's Parent Resource Center, Bright Beginnings, Intercept (which provides both in and out of school support), etc.*We hold an assembly each nine weeks where we celebrate students who demonstrate outstanding citizenship	Level 3

Accreditation Report

Henry Clay Elementary School

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.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process •Henry Clay has a systematic process for ensuring all students have the services they need to be successful at school *Henry Clay's assistant principal serves as the Administrator of Special Education as well as the 504 plan coordinator *Students with intensive emotional needs can receive additional therapeutic counseling through an outside agency (Intercept) *PBS is implemented school-wide to provide students with strategies to make positive choices and solve social conflicts 	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.

Henry Clay prides itself on being a school that meets the unique needs of all its learners. We have numerous school-wide programs such as our Positive Behavior Support System, Intercept, Reading Recovery, Reading Mastery, Gifted and Talented, and Special Education to make sure all students have what they need to be successful. Henry Clay teachers meet regularly with administrators and specialists to analyze data. This data is used to make instructional decisions on what intervention or extension programs a student accesses. In addition, parents play a key role in this process. Students receiving special education have progress reports that go home every 4.5 weeks to monitor goal progress. IEP meetings are held at least yearly and evaluations happen at least every three years. Gifted and Talent referral processes are posted on our website as well as through mass e-mail communications (via E-Connect). As a primary school, we have the unique opportunity to cater our instructional programming to the unique developmental needs of our young learners.

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 use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •Henry Clay students participate in various assessments to help determine programming effectiveness *Some assessments, such as PALS and iStation, are standardized while others are more formative in nature *Standardized assessments occur on a systematic schedule and data is routinely evaluated *Henry Clay and Gandy teachers meet to share assessment results and teachers also share writing samples to calibrate their ratings 	Level 2

Accreditation Report

Henry Clay Elementary School

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.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Student assessment data is routinely shared with administrators, fellow teachers, and specialists *iStation data provide trends over time with individual students as well as groups of students *Coaches, within and outside the county, train the teachers and staff who use the assessments *Students are grouped in a flexible manner throughout the year based on continuous evaluations 	Level 3

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

Accreditation Report

Henry Clay Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •Teachers and administrators are evaluated based on student growth *Evidence of student growth is housed in a PGP (Professional Growth Portfolio) *Staff members at Henry Clay and Gandy meet to discuss data trends and evidence of program effectiveness *Regular support meetings are held to discuss math and reading data along with discussions of possible interventions *Every 4.5 weeks, students' reading progress is evaluated to assure reading instruction is being provided at appropriate levels 	Level 2

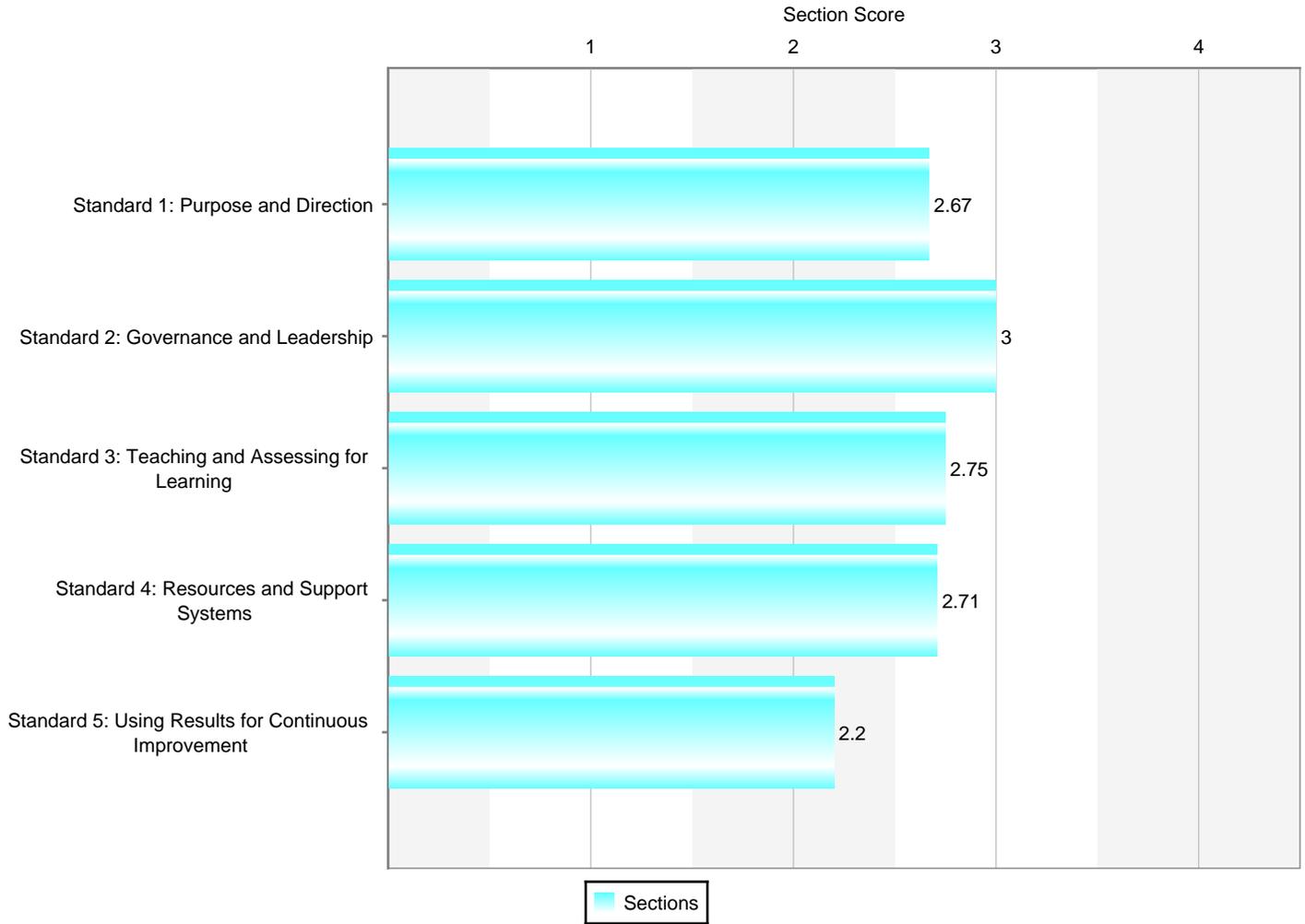
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"> •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 •Administrators regularly meet with central office staff to report student achievement and needs *Summaries of student achievements are posted on the county website as well as shared during School Board meetings *Student achievement information is available via "School Report Cards" on the Virginia Department of Education website *Student success is also shared at PTA board meetings and with staff at monthly staff meetings 	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.

Henry Clay staff members are committed to student learning. Students are formally assessed on a routine basis; formative and more informal measures are used on a consistent basis to determine program and group effectiveness. Trend data is evaluated through parent and student surveys, behavior logs, educational data (PALS and iStation). Administrators meet regularly with central office personnel to discuss trends, achievements, and needs. Both teachers and support staff are trained in means of formal and informal assessments. To determine success at the next level, Henry Clay Elementary staff members meet regularly with staff from John M. Gandy Elementary.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2015

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Overall, stakeholder, satisfaction is evident in all areas with the highest level in Standard 4: Resources and Support Systems. The open ended stakeholder comments supported satisfaction in this area as well. Many of the comments encompassed the friendly, caring, and responsive learning environment that is supported by administration and entire staff. Programs are implemented to meet the physical and emotional needs of all students. Stakeholders feel confident of the professional and support staff to support student success. Henry Clay is a primary school, which allows an intimate relationship among students, parents, faculty and staff.

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

Stakeholder satisfaction is increasing in Governance and Leadership with cumulative approval rating of 4.2. Confidence is increasing with accomplishing goals for achievement and instruction with teachers and instructional support staff.

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

Standard 2 findings are consistent with other stakeholder feedback sources such as classroom parent/student surveys. Informal surveys are sent home at least 3x a year for continuous improvement purposes.

Areas in Need of Improvement

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

The lowest level of satisfaction was Standard 1: Purpose and Direction/indicator 1. 1. Parent comments indicate the need for differentiated instruction for the advanced learner. There is dissatisfaction with the screening for the gifted and talented program. Standard 3-Indicator 3.7 indicate area of improvement among staff.

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

Additional grade level sections have been added and a systematic approach has been taken to support more opportunities for differentiation. Instructional teams meet weekly and resources are shared to ensure that students are challenged and supported.

What are the implications for these stakeholder perceptions?

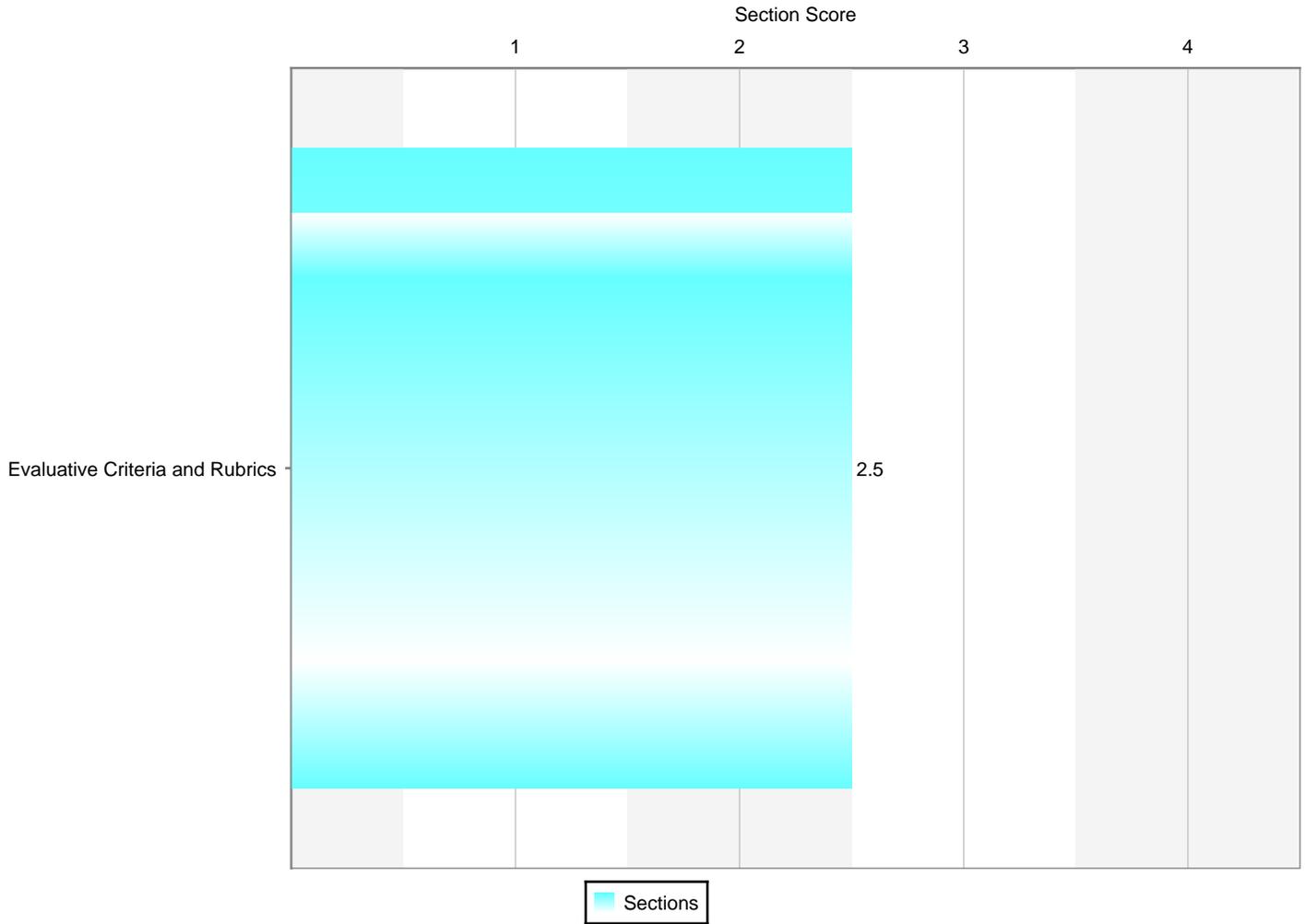
Henry Clay's population is growing in diversity and almost 50 % qualify for free and reduced lunches. There is a high rate of transient families that live in area motels along with an increase in non-English speaking families. This could have an impact on stakeholders' perceptions of not meeting the needs of the advanced population as well. These perceptions could possibly warrant families to seek private school options.

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

These findings are consistent each year with informal feedback from parents regarding student placement and the need for instruction to be rigorous.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		1st Grade Reading Data 2nd Math Data Sample of 1st Grade Classroom Reading Data K Reading Beginning of Year K Reading End of Year Gandy FAMO Data 2014-2015

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?

JGES met the FAMO's in English and Math participation, English subgroups of All, Gap Group 2, and White and Math subgroups of All, Gap Group 1, Gap Group 2, Gap Group 3, Economically Disadvantaged, LEP, and White.

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

Reading performance in all Gap Groups are showing positive trend over the last two years.

Which area(s) indicate the overall highest performance?

Math had a 88% pass rate and history had a 89% pass rate, which is the highest overall.

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

Gap groups 1 & 2 show a trend toward increasing in math performance.

Between which subgroups is the achievement gap closing?

Data for subgroups remains static. There is no discernible movement to close the gaps.

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

The above reported findings are consistent with Fountas & Pinnell reading benchmark screenings and informal math unit assessments.

Areas in Need of Improvement

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

All areas met state accreditation levels.

JGES did not meet the FAMO's in the English subgroups of Gap Group 1, Gap Group 3, Economically Disadvantaged, LEP, and SWD. Additionally, JGES did not meet the FAMO in Math for Students with Disabilities. In the subgroups where the FAMO was not met, the goal is to meet R10 benchmark.

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

While we exceeded state and federal accreditation goals, overall reading and math scores show a decrease of approximately 3% points between 2014-2015.

Which area(s) indicate the overall lowest performance?

Reading performance was the overall lowest.

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

Students with Disabilities and ELL students display a downward trend in performance both in reading and math.

Between which subgroups is the achievement gap becoming greater?

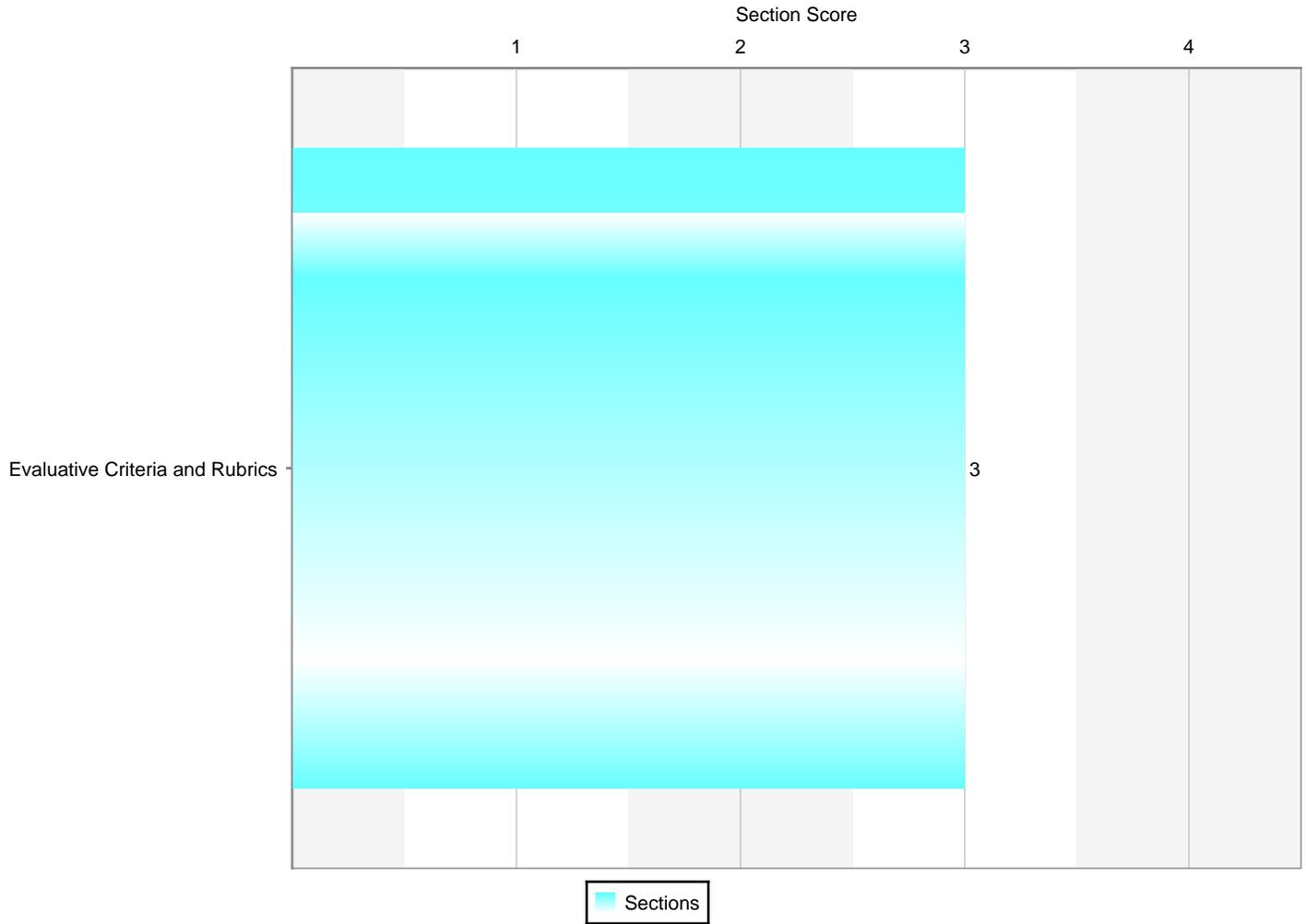
Students with Disabilities and White students.

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

The above findings are consistent with benchmark assessments.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	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
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

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

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