



Accreditation Report

Kersey Creek Elementary School

Hanover County Public Schools

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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?

Kersey Creek is located in Central Virginia in the suburbs of Richmond. Its population consists of both suburban and rural communities. There are currently 637 students enrolled in grades Pre K-5, which is an increase from years past. There are 93 full time employees and 4 part time employees. There are currently 80 students receiving special education services. One of the challenges Kersey Creek faces is our lack of ethnic diversity. 14% of our population is of an ethnicity other than Caucasian. 53% of our ethnic population is African American. Our population of economically disadvantaged students is still approximately 8% of our student population, which is consistent with previous years.

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.

Kersey Creek Elementary School is dedicated to utilizing the partnerships of our staff, families, and community in order to maximize student success and foster respect for self, others, and the environment. It is through these partnerships that the school improvement committee works to identify needs, and document progress toward meeting this mission. Our mission statement is: Through the partnership of our staff, families, and community, Kersey Creek Elementary school is dedicated to maximizing student's success and fostering respect for self, others, and the environment. Our vision is: Bridging student success and stewardship by educating today to inspire excellence tomorrow. Our goals are: To provide individualized, high quality instruction to meet the needs of all students while exceeding state and national educational standards.

To educate our community and expand our green school philosophy as it relates to the school facility and global environment.

To promote responsible citizenship through community and international service.

To provide a physically, emotionally and socially safe environment for our school community.

To foster an attitude of respect toward ourselves, others, and our environment as demonstrated through our words and actions.

Kersey Creek's grade level teams meet to analyze data and identify our areas of strengths and weaknesses. We use this information to create plans to improve academic success for our students. For example, we revamped our tutorial program this year to allow for more flexible grouping among students. Each nine weeks we gathered in Student Success Meetings to review student data and create a plan to remediate students according to SOL strands.

Each teacher preassesses every math unit prior to instruction to also develop a plan for students who have mastered a particular SOL strand. These students meet with the gifted and talented teacher to enrich their content knowledge in that particular strand.

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.

During the 2014-2015 school year, Kersey Creek continued to build upon our strengths. Kersey Creek continued its partnership with the high school to encourage reading through programs with the boy's football and girl's lacrosse teams and our fourth and fifth graders. We also invited Dolly the Dog to visit the school and be a listener for struggling K-2 readers. We continued our One School One Book program to encourage family reading at home. Kersey Creek continued to have wonderful volunteer support. One of our parent volunteers was recognized as Volunteer of the Year for the county! We also have a WATCH DOG program that continues to grow and expand and included grandfathers as well this year. We are proud to say that we have continued our gardening initiative as well as our efforts to be a green school. KCES partnered with the high school students to offer community service hours for recycling pick up. We are proud to have received the 2015 Virginia Index of Performance Board of Education Distinguished Achievement Award for being fully accredited and making significant progress toward the educational goals established by the Board of Education and the Governor of Virginia.

During the 2014-2015 school year Kersey Creek is striving to make significant progress in achievement with a variety of students in gap groups including special education and economically disadvantaged. Teachers have received training on Singapore math and number talks in hopes of improving math skills. New textbooks have been purchased for math and social studies as well as materials for Foundations in K-2. Third grade teachers are receiving specific training to ease the transition from Foundations to Word Study. Our new principal has instituted a new weekly meeting rotation that includes a monthly instructional focus. Also, a weekly instructional focus is included in newsletter communication. These will continue in hopes that KCES can meet the needs of all learners.

Additional Information

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

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's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses 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) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present 	Level 3

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 •The school's statement of purpose 	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 continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 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.

Each year KCES's School Improvement Planning team meets to review and revise our purpose based on student need and principal's goals. The past two years we have seen a need for more meaningful professional development, so we created a Professional Development design team. In August, we review the school's purpose and determine if revisions are necessary. The School Improvement team has one representative from each grade level as well as from each design team. Several of the participants are parents. Design team minutes are posted to a wiki so all stakeholders have access to this information.

Our school's purpose is reviewed each year and necessary changes are made. Teachers are encouraged to incorporate wording from the school's mission into their individual class mission statements. Teachers are encouraged to use strategies learned through 21st Century Module session to challenge their students. Brightlinks and Netbooks have been purchased in order to make lessons more interactive and engaging.

During the 2012-2013 school year, KCES held monthly 21st Century Modules to give teachers examples of appropriate instruction to guide their students learning in the 21st century. The school's profile is updated each summer with the most up to date test scores, teacher student ratios, etc. To hold personnel accountable, each teacher is responsible for maintaining a professional growth portfolio. They are also required to formulate SMART goals and meet with administrators 3 times a year to document progress. These SMART goals are measurable performance targets.

During the 2013-2014 school year, KCES used the monthly meetings to focus on assessment and unpacking the curriculum. Staff was trained on how to use the standards to drive instruction and encouraged to look over teacher created assessments to make sure they align with the curriculum. Teachers met as grade levels to create a new assessment based on what they learned.

Standard 2: Governance and Leadership

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

Overall Rating: 2.83

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 •School handbooks 	Level 3

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"> •Governing body training plan •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff 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 	Level 3

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 •Communication plan 	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 criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports 	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.

Our school's policies and practices are aligned with state and county guidelines. KCES relies on school handbooks in order to ensure all teachers and staffs are aware of these policies and practices. Handbooks are sent home to families to provide clear documentation of the policies and guidelines. Anytime a policy is revised an e-connect e-mail is sent along with a hard copy so families are aware of these

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changes. Staff uses state standards and suggested pacing and lessons to ensure that the learning is equitable and challenging.

The governing body has policies and procedures in effect in order to operate on a daily basis. School personnel are regularly surveyed and given opportunities to provide input on these policies. The Teacher Advisory Committee meets monthly to answer questions about policies and procedures.

By having a SIP team that consistently revises its goals, school leadership is able to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. Leaders and staff align their decisions and actions using current data and student needs in order to continuously work toward achieving the school's purpose. School leaders provide opportunities for teachers to participate in professional development opportunities to support innovation and collaboration.

School leaders invite parents to participate in the PTA, who make decisions and work collaboratively on school improvement efforts. Examples of this collaboration include the purchase of Brightlinks, the gardening initiative, the purchasing of science and social studies materials, etc. Leadership also sends parent surveys to families in order to elicit feedback, which is used to revise and revamp the school's direction and purpose.

In 2012 KCES implemented the Professional Growth Portfolios and SMART goals. Administrators worked with teachers throughout the year to track progress. The PGPs held teachers accountable for implementing best practices with their students. Walk through observations and formal observations were performed regularly throughout the year by administration. These were continued in 2013-2014.

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: 2.83

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

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

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 •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 	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 •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •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 	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.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 3

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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.	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 all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 3

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, implemented, and evaluated. Families have multiple ways of staying informed 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 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Description of formal adult advocate structures 	Level 2

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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">•Evaluation process for grading and reporting practices•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	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">•Brief explanation of alignment between professional learning and identified needs	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of 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	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.

Teachers and staff at KCES work hard to differentiate instruction for all students. Evidence of this is found in teacher PGPs, cluster grouping of classes, and student assessment data charts.

Teachers assess students regularly throughout the year using county mandated guidelines. This data is used to develop appropriate instruction for students at his or her level. Teachers in grades 3-5 work with the grade level above and below to determine appropriate math instruction (compacted math). During staff meetings and grade level meetings, core curriculum leaders provide information regarding changes to curriculum, instruction, and assessments.

Teachers are utilizing Project Based Learning to encourage student collaboration and development of critical thinking skills. Some teachers require students to set personal learning goals and monitor progress with students throughout the year to encourage reflection. Teachers use

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exemplars and technology enhanced questions for math to encourage critical thinking skills. Many teachers use a workshop format to teach writing, reading, and math to instruct students through an inquiry based structure to enhance their critical thinking skills. Teachers have access to many forms of technology to enhance their instructional strategies such as Brightlinks, SmartBoards, mobile netbook carts, and a computer lab. Many teachers have their own websites and wiki pages to keep parents informed and help students study at home.

Administrators formally observe teachers at least twice a year and confer with teachers about their findings. Administrators and teachers meet mid year to document growth toward meeting learning goals and again at the end of the year to evaluate overall achievement. Many teachers participate in the Eyes on Instruction program to observe instructional practices of teachers throughout the county. All teacher participate in professional learning opportunities to enhance their professional knowledge of research based best practices.

Teachers meet in design teams once each month to develop school wide goals for each content area. Each design team keeps minutes that are stored on a school improvement wiki. Some teachers elected to participate in informal Teachers as Readers groups for best practices in reading and math instruction. Several teachers have participated in VISTA (project based learning). During the 2013-2014 school year, teachers organized themselves into professional learning communities based on the current needs of the teachers. These groups met several times throughout the school year to work on a goal they created at their initial meeting.

Through the use of a workshop approach to teaching literacy and math, students are exposed to exemplars (models) daily as a way to provide them with guidance and knowledge of expectations. Teachers regularly assess students using multiple measures (county benchmark tests, informal observations, individual student conferences, end of unit assessments, journaling, etc.) in order to develop flexible small groups for tailored instruction based on their needs. Teachers also use pre-assessments to determine needs-based learning groups.

Kersey Creek has had few new teachers to the school in the past three years. When there is a new teacher, they are partnered with a mentor who meets with them formally and informally throughout the school year.

Kersey Creek has a very active PTA and a large network of volunteers. Eighty percent of families are members of the PTA. Volunteers logged 7,369 hours working at the school. Monthly calendars are sent home in weekly Thursday folders informing families of upcoming event and ways to get involved in their child's academic career. Kersey Creek has a school website with up to date calendars. Teachers use TeacherEase to communicate student grades and to send daily/weekly snapshots of the happenings in their classroom.

At Kersey Creek, there are several staff members who know individual students throughout their elementary school career. Encore teachers work with all students every year as well as the guidance counselor. In some cases, instructional assistants or special education staff follow students through their career. In 2012-2013 we used a STARSS program where at risk students are partnered with a staff member for the course of one year. The staff member checks in with the student and offers support as needed.

Teachers follow Hanover County guidelines when grading assignments. Grades 3-5 post student grades on Power School for which parents have 24-hour access. Papers are sent home weekly in Thursday folders. Report cards are sent home per county requirement.

Teachers participate in required county professional development sessions. Teachers are responsible for acquiring their points for license recertification.

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: 2.86

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 •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •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 resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 2

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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 	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 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.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement 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 	Level 3

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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 •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process 	Level 3

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

Kersey Creek has 35 teachers of which 77% have advanced degrees. Our pupil to teacher ratio is 17.7. At both the county and school levels, all staff members are invited to review and comment on the budget. Staffing decisions are made based on the number of students enrolled and the needs of those students.

We maintain a school calendar of all activities. Teachers are required to check the calendar for upcoming events when planning field trips, assemblies, programs, etc. The purpose of the calendar is to ensure that instructional time is protected. Our principal and PTA work to provide teachers with technology and other resources to enhance the quality of their instruction.

Maintenance and custodial schedules are created by administration. Staff members have custodial/maintenance request forms to fill out when a need arises.

The curriculum leaders and library media specialist ask for teacher input in purchasing books and materials needed to teach the curriculum.

Accreditation Report

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They are also available to work with teachers in finding materials that match the curriculum. The staff has access to online Destiny search to see what materials are available. We also have access to the Shared drive where teachers can share media and information with one another. Many teachers have their own websites to share information with students and parents in an interactive and collaborative way. During the 2011 and 2012 school years, the purchasing of the Brightlinks has made sharing media with students easier.

Our school ITRT has a schedule posted on the shared drive where teachers can sign up to do collaborative lessons. With new mandates that SOL tests be administered online, we purchased 5 netbook carts for teachers to check out for student use throughout the year. This allowed them to become more comfortable with the technology. The Smartboards and Brightlinks have made it easier for teachers to model technology enhanced items.

Our guidance counselor has developed a rating system to evaluate students' physical, social, and emotional needs several times throughout the year. She is available to meet with students on an individual and small group basis. She teaches a weekly lesson to students throughout the year based on needs at a particular grade level. Our school offers parent workshops several times a year based on parent survey feedback. Struggling students are recommended by their classroom teachers to participate in an SOL tutorial program for reading and math in grades K-5.

Before going to a formal child study, teacher can request an Action Team meeting with the principal, guidance counselor, and reading specialist. This team develops a plan to meet the student's specific needs. When necessary, students are referred formally to child study. We follow federal, state, and county mandates for this process. Students who are struggling are also recommended for SOL tutorial which is funded by a grant. Students are exposed to different career options at biannual career day festivities.

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: 2.8

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 	Level 2

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"> •Survey results •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 •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	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 	Level 2

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Kersey Creek 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.	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.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Description of process for analyzing data to determine verifiable improvement in student learning•Examples of use of results to evaluate continuous improvement action plans•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	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 comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups	Level 4

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.

KCES follows state and county mandates for assessment purposes. We administer county benchmarks for reading and math. We use Reading A to Z benchmark assessments to determine students guided reading levels and to guide instruction as laid out by the Balanced Literacy Handbook. We administer the states Standards of Learning assessments. All data from these assessments are closely monitored to determine instructional needs.

All teachers and administrators regularly analyze data to determine instructional needs and programs. Grade levels use benchmark data to identify gap groups that may need additional support. Design teams analyze assessment data to determine programs and activities that will supplement and enhance instruction.

Teachers have participated in professional development programs for using data analysis to drive instruction. However, support staff does

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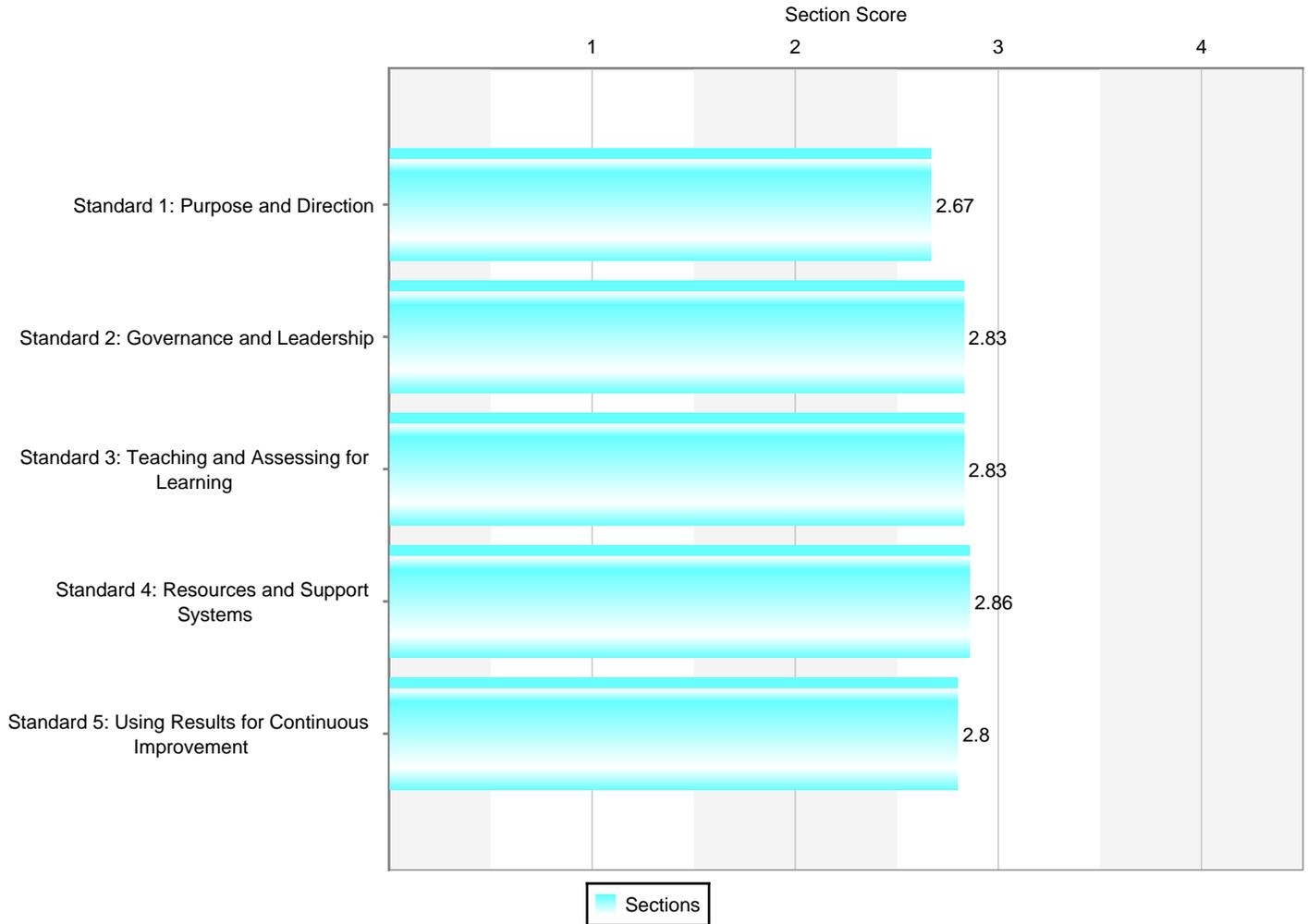
not receive this training. Support staff does participate in professional development on early release days and autism aids have regulations from the state.

Administration collects data from grade levels and design teams throughout the year and requires them to develop plans to continuously improve student learning. KCES uses the school website, TeacherEase, E-Connect, report cards, interims, SOL score releases, PTA meetings to communicate with stakeholders in regards to student achievement.

Design teams analyze SOL data each year to create goals as a part of the school improvement process.

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		KCES Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

On the parent survey, indicator 4.3 was the highest. Indicator 4.3 states that parents felt that we maintain facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Parents also indicated that Leadership engages stakeholders effectively in support of the system's purpose and direction.

Staff indicated that the system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success. In addition, they indicated that the school leadership and staff at all levels of the system 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.

Student surveys mirrored the parent and staff surveys, indicating that students believe the school is committed to challenging learning experiences in a safe, clean environment.

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

All stakeholders indicated a trend toward leadership and staff at all levels of the system fostering a culture consistent with the system's purpose and direction. They perceived Leadership as engaging stakeholders effectively in support of the system's purpose and direction.

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

These findings are consistent with information from other data sources, including conversations with parents, students, and staff, as well as input from advisory groups, such as the PTA.

Areas in Need of Improvement

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

Our lowest indicator on the parent survey was 3.12 and 2.3. Indicator 3.12 states that the system and its schools provide and coordinate learning support services to meet the unique learning needs of students. Indicator 2.3 states that the governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Our lowest indicators on the staff survey were 3.7 and 4.5. Indicator 3.7 states that mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning. Indicator 4.5 states that the system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.

Our lowest indicators on the K-2 is 3.8. On the 3-5 survey, the lowest indicator was 5.1. Indicator 3.8 states that the system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress. Indicator 5.1 states the system establishes and maintains a clearly defined and comprehensive student assessment system.

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

Our second lowest indicator on the parent surveys were indicators 1.1 and 3.3/5.5. Indicator 1.1 states that the system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success. Indicator 3.3 states teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations. Indicator 5.5 states that the system and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.

Our second lowest indicator on the staff survey were 3.5 and 5.2. Indicator 3.5 states that the system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels. Indicator 5.2 states that the 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 that support learning.

Our lowest indicators on the K-2 survey was 3.9. Our lowest indicator on the 3-5 survey was 3.8. Indicator 3.9 states that the system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience. Indicator 3.8 is the system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.

What are the implications for these stakeholder perceptions?

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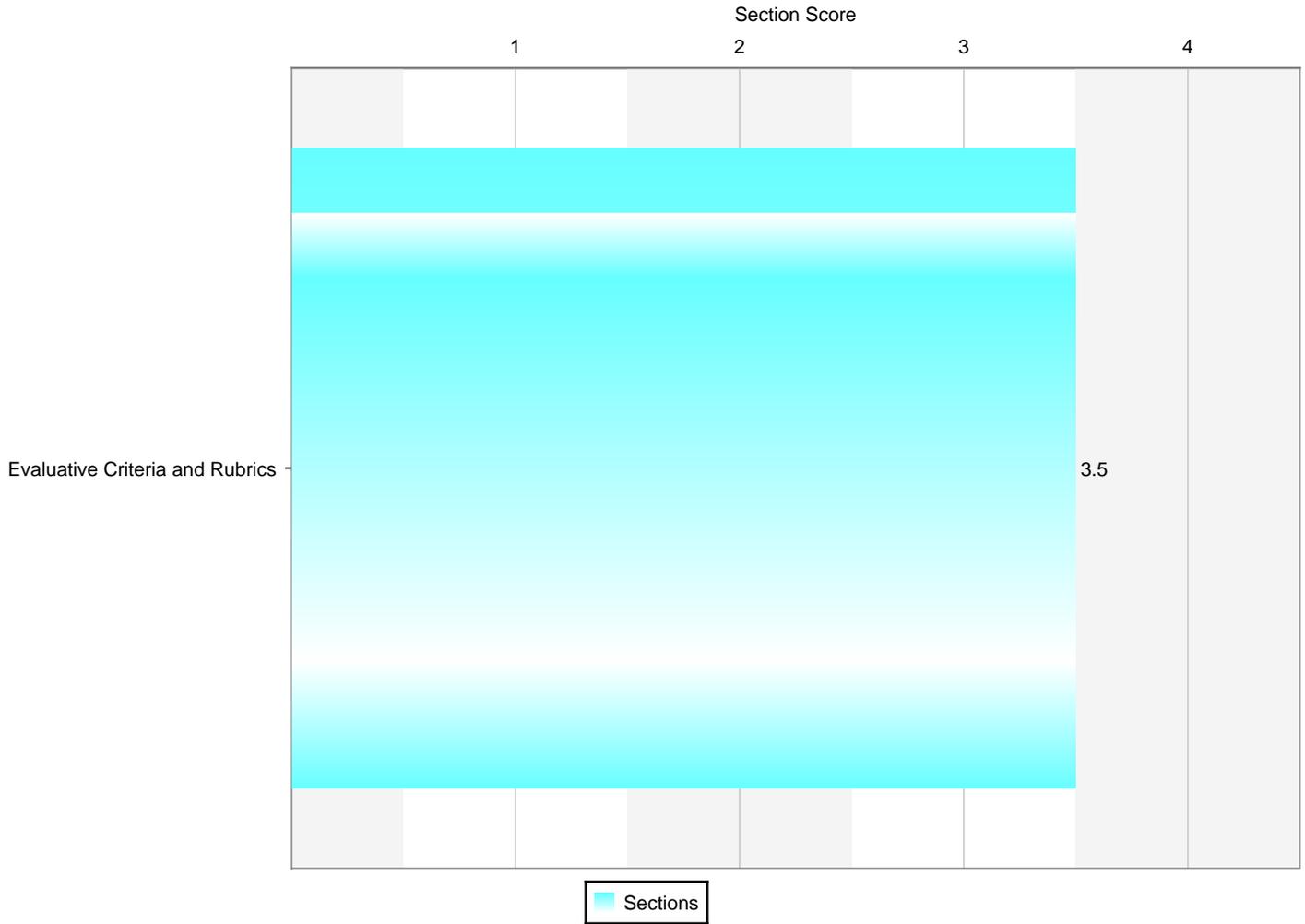
Across the board, Standard 3, Teaching and Assessing for Learning, was the lowest ranked Standard. It says that the system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses. To improve upon this this year, we are giving staff choice in their professional development and ensuring that grade levels are using common assessments across all subjects. We are using Fountas and Pinnell reading assessments across all grade levels. Interactive Achievement is being used to create common math tests. Staff is encouraged to create and share the same tests for Science and Social Studies using Bloom's Taxonomy. By creating more consistency within and throughout the grade levels it will level the stakeholder feelings about curriculum, instructional design, and assessment practices guide. It will also ensure teacher effectiveness and student learning across all grades and courses.

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

These findings are consistent with other data sources to include prior parent surveys dated back to 2008-09, conversations with parents, communication with the PTA board and interaction with local business partners.

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		KCES Binder

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Overall, our Virginia SOL scores were wonderful. Our Reading SOL scores increased from the 2013 - 14 year from 82% to 89% for the 2014-2015 school year. The KCES Math SOL scores also increased from 2013-14 year from an average of 85% to 93%. We were very pleased with our progress overall.

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

Our overall SOL scores are increasing in both reading and math.

Which area(s) indicate the overall highest performance?

Math SOL score averages are improving more than reading as we are using common assessment across grade levels and implementing new programs such as Number Talks and Singapore Math.

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

Our SPED population and African American students showed an increase in performance from last year in reading. In math, all of our subgroup populations increased their SOL scores.

Between which subgroups is the achievement gap closing?

In math, all of the subgroups were showing improvement. In reading, our SPED and African American subgroups were closing the achievement gaps.

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

During Student Success Meetings, the quarterly data collected from common grade level assessments also show growth in reading and math.

Areas in Need of Improvement

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

For the coming 2015-2016 school year, KCES needs to improve our reading scores for the economically disadvantaged subgroups.

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

The reading scores for the economically disadvantaged subgroup dropped an average of 5% from the 2013-14 school year to the 2014-2015 school year. Our grade 4 reading scores also didn't show the improvement in performance that third and fifth grade showed. For math, our grade 3 scores also didn't show the same level of performance increase from the 2013-2014 school to the 2014-2015 school year.

Which area(s) indicate the overall lowest performance?

The SPED subgroup showed the overall lowest performance for reading and math.

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

The economically disadvantaged subgroup decreased.

Between which subgroups is the achievement gap becoming greater?

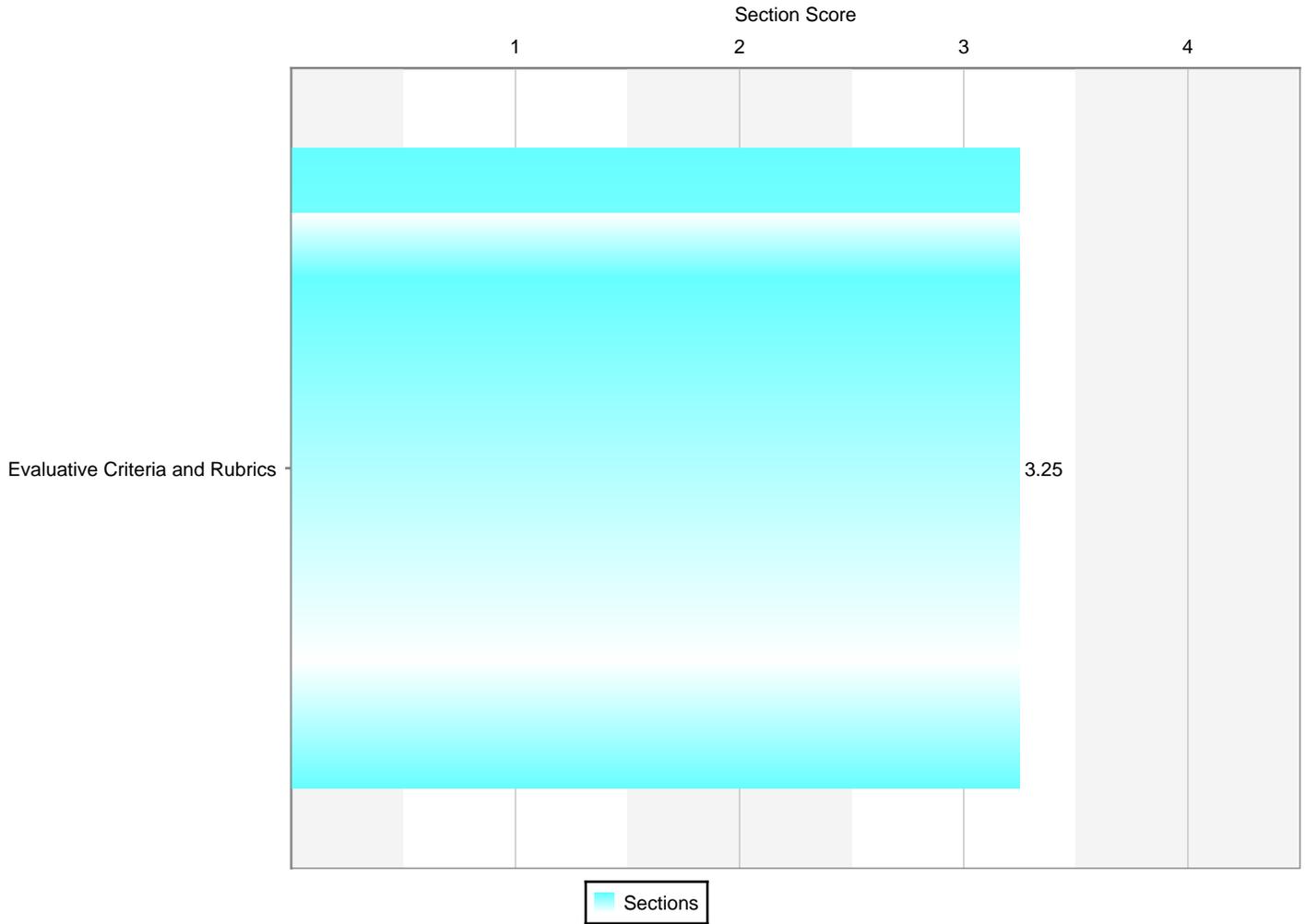
The reading economically disadvantaged subgroup decreased.

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

Looking at trends in SOL data over the past few years, KCES was aware that the economically disadvantaged subgroup was in danger. We also had concerns from the data collected showing benchmark scores at quarterly Student Success Meetings.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

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

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

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