AdvancED®

Accreditation Report

Washington-Henry 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?

Washington-Henry Elementary School is a public, suburban elementary school located in central Hanover County. The school enjoys a longstanding tradition of service as an educational institution in the state of Virginia. Washington-Henry is accredited through the state of Virginia, as well as AdvancEd. It is the third oldest continuously operating school in Virginia.

Washington-Henry Elementary School is fortunate to have a very active, supportive PTA (Parent Teacher Association) with over 100% membership. The WHES PTA has received numerous membership awards and consistently supports instructional programming, resources and development for all students and teachers.

More specific information about WHES includes:

Students - 450 total

Faculty - Washington-Henry has a principal, assistant principal, two secretaries, a school nurse, a school counselor and a speech pathologist. There are 40 staff members who support instructional learning. Full time faculty members include 22 classroom teachers, 4 special education teachers, 9 instructional assistants, a reading resource teacher, a systems operator, specialists in art, music,library and physical education, as well as a itinerant ITRT. In addition, Washington-Henry has three full time custodians, 4 full time cafeteria staff and 9 bus drivers who safely transport students to and from school each day. Nearly 71% of teachers at WHES have advanced degrees.

Volunteers-376 with a total of 5,626 volunteer hours served

Book Inventory-11,604 books, approximately 24 books/per student

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.

Our Mission: "At Washington Henry, we are learning, caring, and sharing together."

Shared Values/Beliefs:

We at Washington Henry Elementary School value education as a united effort of the students, staff, parents, and community achieved through these beliefs:

 At Washington-Henry, we are:

 Working together to learn,

 Helping each other,

 Expressing our thoughts and ideas, and

     Sharing our successes with our family and the world!

 Our school embodies its purpose through the following programs and expectations for students:

 Villages

 School Crisis Management Team, Olweus Anti-Bullying Program

 Awards Assembly

 PTA Events (Earth Day Festival, Valentine's Dance, Etc.)

 School spirit days

 SCA Activities (Spirit Weeks, Dances, Canned Food Drives, Etc.)

 PowerSchool,classroom newsletters, Tuesday Tidbits/Wednesday Words, Friday Facts, Monday

     Memos, Webpage, Etc.)

 Professional Development and teacher evaluation system with an emphasis on student progress

 Safari Superstars Award for staff, Good Citizen/Super Statesmen Award for students

 School focus on guided reading

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.

Academic Achievement with excellent overall SOL pass rates resulting in state accreditation

Continued focus on sustaining and improving academic achievement, most notably in the area of reading (especially related to the

performance of students with disabilities and economically disadvantaged students)

Continued focus on data analysis and use in team meetings

Facility Improvements:

o Redesigned Library space, including new library classroom furniture and circulation desk, new

Smartboard, and new paint

o All classrooms equipped with SmartBoards

o   New classroom storage to replace lockers

o Continued efforts to preserve the structure of our building including painting and other routine

maintenance

Faculty and Staff Achievements

o REB Distinguished Educator Award Winners

o REB Distinguished Educator Award Finalist

o Hanover County Public School Teacher of the Year Finalist - 2 teachers

o HEF Grant Recipients

o 2 Nationally Board Certified Teachers

o VCU Clinical Faculty - 5

o VISTA Participant

o   2 staff members selected for participation in the initial cohort of META

o Board of Education Distinguished Achievement Award 2012-2013

o Superintendent's Professional Development Award Recipient, 2013

Accomplishments through partnership with PTA

o   6th Annual Earth Day Festival

o   Hanover County Council of PTA's 100% Membership Award for past 3 years

o   Hanover County Council of PTA's Volunteer of the Year Award - 2010, 2015

o   Classroom set of ipads purchased for student instructional use

Additional Information

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

Washington-Henry ES offers a host of activities for our student population that promote the whole child. Activities include: our schoolwide, muli-age Villages program, 4th and 5th grade Chorus, Instrumental Ensemble, Reading Olympics, SOL Tutoring, PTA Talent Show, Student Recycling Program, Statesman Helpers and our WHES Family Earth Day Festival. Additionally, we offer a daily Walk 'n Talk option for students after lunch to enjoy additional physical activity.

For parents and families, WHES offers parent workshops before and after school covering topics such as emotional wellness, internet safety, the Fundations program, homework strategies, math rigor, writing and SOL testing preparation.

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: 3.0

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.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •SIPT Minutes, Leadership Minutes, HEART Worksheet, Morning Announcements, Handbook, Grade Level Meeting Minutes, SCA Suggestions, WHES Webpage, WHES Staff Handbook and Parent Handbook, Friday Facts, Tuesday Tidbits, Monday Memos, and Newsletters	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.	•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 •Staff Meeting Agendas, Friday Facts, Tuesday Tidbits, Monday Memos, Village Committee Minutes, Teacher Newsletters, WHES Webpage, Village Activities, WHES Annual 5K Event, Field Day, Earth Day, and Career Day	Level 3

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.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan •SIPT Minutes, Staff Handbook, Task Force Minutes, Leadership Team Meeting Minutes, Staff Meeting Agendas, Grade Level Meeting Minutes, & documentation of our school's School Improvement Standard 1 Goal	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.

Area of strength:

We have a purpose statement that is clearly focused on student success. The school's process for review, revision and communication of the purpose statement is documented, formalized and implemented on a regular schedule. School leadership and staff hold one another accountable to high expectations for professional practice. School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. Our school personnel systematically maintain, use and communicate a profile with current and comprehensive data on student and school performance. We also have improvement goals with measurable performance targets.

The action plan for sustaining these areas of strength:

Stakeholders currently recite our school purpose each morning; "At Washington Henry, we are learning, caring, and sharing together". This practice ensures that we are aware of our purpose. These same ideas are visible throughout the school on classroom posters, student-made posters throughout hallways, and painted ceiling tiles. Within the staff handbook, the formalized process for reviewing and revising our current purpose statement and beliefs annually is noted. Village activities will continue to support our purpose, shared values and beliefs. The current Hanover County teacher evaluation system ensures that all improvement goals are documented, measurable, systematic, and focused on student learning.

Areas in need of improvement:

We need to continue to ensure all stakeholders are familiar with Washington Henry's beliefs. "W - Working Together to Learn, H - Helping Each Other, E - Expressing our Thoughts and Ideas, S - Sharing our Successes with Friends, Family, and the World." We currently have our beliefs posted to our webpage and many of our staff have the beliefs posted in their e-mail signature line. We need to be sure we're

informing ALL stakeholders.

The action plan for improvement is as follows:

Some means to better communicate our beliefs will be to post these within all classrooms. They will be a part of our daily morning announcements, as well as including these in other stakeholder communication modes. (Monday Memos, Tuesday Tidbits, Friday Facts, Staff and Leadership Agendas, SIPT meeting Agendas, and at our PTA Executive Board Meetings).

Standard 2: Governance and Leadership

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

Overall Rating: 3.67

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 clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks	Level 4

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.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Teacher Evaluations and PGP (Professional Growth Portfolio) Artifacts	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 consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Bus Meetings, Police Department involved in safety decision-making process, and All stakeholders are offered the opportunity to sign up for e-mail blasts and county announcments	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 primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	•Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Representative supervision and evaluation reports	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.

Area of strength: The governing body includes policies and practices requiring and giving direction for professional growth and policies and practices that provide clear requirements and direction for fiscal management. The governing body protects autonomy at the building level as well as maintaining a clear distinction of roles of school leadership. Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented.

The action plan for sustaining these areas of strength: Hanover County Public Schools currently utilizes a teacher evaluation system that is data-driven and student-centered. Throughout the school year teacher evaluations are used to help teachers assess and re-evaluate their teaching practices in order to improve. PGP artifacts are used along with teacher evaluations to show student achievement over time. All stakeholders are offered the opportunity to sign up for e-mails informing them of school and county announcements. The police department works collaboratively with school staff to help with decisions that ensure staff and student safety.

Areas in need of improvement: We need to continue to work to include a culture/climate of collaboration which involves all stakeholders. The results of the supervision and evaluation processes can be more effectively used to monitor and adjust professional practice and improve student learning.

The action plan for improvement is as follows: Some means to better ensure a culture/climate of collaboration which involves all stakeholders would include inviting classified employee representatives to sit on the SIPT and providing our cafeteria workers and bus drivers with hard copies of our weekly Monday Memo.
Timely feedback to staff regarding classroom observations will provide better opportunities for teachers to adjust professional practice and improve student learning.

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: 3.25

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.	•Survey results •Lesson plans •Learning expectations for different courses •Representative samples of student work across courses •Course schedules •PowerSchool data on benchmarks and SOL's	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Standards-based report cards •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Common Assessments - DSA, PALS, Reading A-Z, Fundations, Direct Writing Evaluations, Teacher Created Common Assessments, and Benchmarks Grade level planning and creation of Tables of Specifications (TOS) Professional Development - Singapore Math, TOS Training, Rubric Training, Fountas and Pinell, and Number Talks	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.	•Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Technology in student hands - iStation, Moby Max, iPads, Desktop Computers, Think Pads, and SMART boards Training - Singapore Math, TOS Training, Rubric Training, and Number Talks Agenda Items - Faculty Meeting Agenda and Grade Level Meeting Minutes Guidance Lessons - Learning Styles (Student Self-Reflection) Collaborating with ITRT (Technology Teacher) Media Specialist and Guidance Counselor Lessons on Internet Safety Double Encore for team planning	Level 3

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.	•Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •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	Level 3

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.	•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 •Peer coaching guidelines and procedures •Peer Coaching - New Teacher Mentor Program, Eyes on Instruction Quarterly Data Meetings (grade level teachers with administrators, special education teachers, and reading resource teacher) Funding for instructional supplies	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Quarterly Data Meetings	Level 3

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.	•Records of meetings and walk thrus/feedback sessions •Survey results •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 •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Descriptions of schedules of mentoring - PD, Mentor Program, & New Teacher Orientation Records of meetings and walk thrus/feedback sessions (grade level meeting minutes)	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.	•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 •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •List of varied activities and communications modes - Tuesday Tidbits, Tuesday Folders, Class Newsletters, Guidance Dojos, Counselor Connections, WHES Friday Facts, Interims, Report Cards, and Parent Teacher Conferences	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 long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures •List of students matched to adult advocate - Book Buddies, SOL Math Coach, Reading Resource, Special Education Teachers Curriculum and activities of formal adult advocate structure - Villages & Guidance	Level 4

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.	•Evaluation process for grading and reporting practices •Survey results •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 •Policies, Processes, and Procedures - PowerSchool Sample Communications - Student Handbook, Pastries for a Purpose, Back to School Night, Parent Teacher Conferences, Open House	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction •Crosswalk - Faculty meeting PD's Brief Explanation of Alignment - Teacher PGP, relicensure process every 5 years Evaluation Tools - PD Log, National Board Certified Teachers, Clinical Faculty, VISTA, NASA Grant, REB Award Recipients, META participants	Level 4

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.	•Survey results •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.

Area of strength:

3.8 At Washington-Henry Elementary, 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.

The action plan for sustaining these areas of strength: to continue with successful and meaningful lines of communication between parents and the school via monthly calendars, the school's website, the Tuesday Tidbit, TeacherEase/e-mails, team newsletters, progress reports, interims, report cards, and other notes or phone calls as needed. We also invite parents into the building for Open House, Back-to-School Night, Parent/Teacher conferences, Watch D.O.G.S., PTA programs, and other educational events and activities, such as One School, One Book and Earth Day. Family members are encouraged to join the PTA and volunteer "Three for Me" hours within the building. Volunteer opportunities such as Book Buddies, mystery readers, room parents, luncheons & special events like field day and our 5K Run are available.

Area of strength:

3.9 At WHES, 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 and related adults.
All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.

The action plan for sustaining these areas of strength: The SPED and GT departments work collaboratively with classroom teachers to ensure that the needs of individual and groups of students are met, and that they are monitored periodically throughout the year. Our Villages program mixes students of different grades together under the care of two faculty/staff members. Older students pick up their younger partner and mentor them within the village activities. These villages remain in tact - fifth graders leave and new kindergarteners are added, but the rest of the children remain with the village throughout their time at WHES. Villages support the mission of our school of "learning, caring, and sharing together" as well as building a sense of community within the entire school and beyond, as several activities involve community outreach. The Reading Resource Teacher collaborates with classroom teachers to help students with reading weaknesses.

Area of strength:

3.11 At WHES, all staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. During our monthly faculty meetings we have follow-up professional development sessions to support and promote our common learning among all grade levels. All of our teachers are evaluated annually using a Professional Growth Portfolio. Many teachers are recognized as National Board Certified, Clinical Faculty, and VISTA trained to provide quality instruction to our students. The Professional Development sessions have helped address our former weakness in 3.4 in our vertical and horizontal alignment and common practices.

Areas showing improvement:

3.2   At WHES, 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. School personnel monitor and adjust curriculum, instruction and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised. The formation of end-of-unit common assessments in certain subject(s) as determined by the needs of each grade level will help address this concern.

The action plan for continued improvement is as follows:
To look holistically at the data per subject per grade level in order to analyze strengths and weaknesses in student performance on the curriculum. Teachers will use assessment results to develop a plan of action to meet the needs of students who are struggling in or have mastered that content area.
[We were concerned about being too specific here - this area needs to have some flexibility and adaptability, as needs vary across the grade levels.]

3.3 Teachers at our school engage students in their learning through instructional strategies that ensure achievement of learning expectations. Teachers sometimes use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools. Common assessments are including TEI's and open response questions. Students have been given more opportunities to defend or refute a statement/opinion. Teachers in grades 2-5 are involving students in interdisciplinary projects within their grade level curriculum.

The action plan for continued improvement is as follows:
One plan is to continue with the combined science and literacy units (Delta readers) to integrate science and reading in 4th and 5th grade. Common assessments need to continue to become more open-ended and less multiple-choice. Questions will provide opportunities for students to select more than one correct answer, provide justification for the selection of an answer, defend or refute a statement/opinion, and the like. Teachers will be encouraged to incorporate the use of project/problem-based units (to be done at school, not at home).

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. Teachers also learn from discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching. Double ENCORE meetings allow for grade levels to have weekly common planning sessions.

The action plan for continued improvement is as follows: In addition, we would like to see cross-grade level meetings. Once each marking

period, two grade levels could meet to communicate and discuss strategies used to teach skills across multiple grade levels (i.e. rounding - how does it look in 3rd grade versus how does it look in 4th and 5th grade). Common vocabulary and practices would help insure consistency and help support transitioning from one grade level to another (bridging content between grade levels). The incorporation of new the Math textbooks and resources will support grade level transitions, common vocabulary, and consistency of strategies.

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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •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 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.	•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 3

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.	•Records of depreciation of equipment •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.	•Budget related to media and information resource acquisition •Survey results •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	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.	•Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •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.	•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 •Technology feedback in grade level minutes Other - Budget contributions from PTA, Business Partners Fundraising, and Grants Technology - ITRT's Techtastic Tuesday Newsletter, Media Specialist Resource Webpage, Blackboard Resources	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.

Areas of strength:

Our school leaders systematically determine the number of personnel necessary to fill the roles and responsibilities needed to support our school purpose, educational programs and continuous improvement. Our administration uses the resources allocated to our school to best meet the needs of our students. We continue to put forth every effort to improve instruction and operations which concentrate on achieving the school's purpose and direction. Our leaders augment our allocated budget by seeking other resources. The school raises funds through

5K events for the community and special sales for products like pictures and spirit cups. Business partners hold multiple fundraisers throughout the year allowing us additional funds. HEF grants, Donor's Choose, and other grants help to supplement reading, math tutors and other programs and materials.   We are fortunate to have a strong and active PTA that are willing to support programs and activities for students. (Theatre IV productions, Technology Initiatives, and Instructional Materials) Improvement plans to maintain facilities, services and equipment have been developed by appropriate personnel to continuously improve safe, clean and healthy conditions. Our ITRT, Sysop, Media Resource Teacher, and Technology Coach are all qualified and available to assist students and school personnel in learning about media and informational tools and the locations for finding and retrieving information. We survey school personnel to develop and administer a technology improvement plan for technology services and infrastructure. Our school counseling and special education departments provide support services to meet the physical, social, and emotional needs of the student population being served by determining a process, coordinating programs, and implementing improvement plans according to the data gathered from the implemented programs. These departments also use a process to implement and coordinate programs that support the counseling, assessment, referral, educational and career planning needs of our students whenever possible and data is gathered to measure the effectiveness of these programs.

The action plan for sustaining these areas of strength:
We will continue to develop a master schedule that effectively meets our students' population which is based on instructional time for all subjects in each grade level and individualized education programs. School leaders will continue to monitor the school budget periodically, and evaluate fundraising possibilities to continue to secure material and fiscal resources.   Those fundraising possibilities include a PTA student fundraiser and a school 5k run/walk or product sales.   We will continuously practice safety and emergency procedures throughout the year and evaluate the process for any future adjustments through our crisis team. Our ITRT, Sysop, Media Resource Specialist, and Technology Coach will continue to communicate media and technology resources through web pages, e-mails, newsletters, Tech Ponds, and "How To Tech" updates. We will continue to assess our technology plan and research new technologies and equipment to provide a quality education. Our school will continue to implement a bully prevention program which includes classroom meetings and character education. The school counselor will provide individual and small group counseling based on student and teacher referral.

Areas in need of improvement:
Because of current budget constraints, we do not have a sufficient number of personnel to fill all necessary roles to appropriately support the school's direction, and educational programs. At this time, we develop our master schedule based on county staffing allocations. Our technology infrastructure meets the teaching, learning and operational needs of most stakeholders, but not all. Our students and school personnel have access to media and information resources necessary to achieve most, but not all of the educational programs of the school. Instructional time is usually protected, but not in policy and practice.

The action plan for improvement is as follows:
Working within our school budget, we will continue to develop a master schedule that will accommodate all of our students according to their specific needs. Our school leaders will advise the school board of the current specific needs of our student population and the personnel required to effectively meet those needs. To best assess where to spend our limited technology funds, we need to continue to survey and develop a forum for discussing technology needs. Continued training to best utilize the technology we have in place is warranted. A school wide policy needs to be developed and put into practice to protect precious instructional time. As the economy improves, the county budget allows for more personnel and funding for updating textbooks, technology, as well as assessment and intervention programs in the county. The school and PTA are working hard to procure the funds needed to supplement these items to allow for a process to be put in place necessary to support the school purpose, educational programs, and continuous improvement.

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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Schoolnet Reports: FormA and FormB tests as well as Benchmark Tests PALS DSA Reading A-Z Benchmarks, QRI, Fountas-Pinnell Running Records Table of Specifications Charts Grade Level Data Meeting Chart	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	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.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Data Meeting Minutes Data Meeting Collection Chart Reading Assessments SchoolNet Reports SPED Progress forms/charts that are filled out each quarter	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.	•Survey results •PGP (Professional Growth Portfolio)	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •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 •Reading Data Chart on shared drive Schedule for DSA Reading A-Z, benchmarks, county benchmarks, PALS PGP's SOL scores, Retention rates/rubric	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.	•Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •School Report Card Organization of Leadership Team and how they take information back to grade levels Meeting Minutes (School Improvement, Leadership, and Grade Level)	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.

Areas of Strength:

Washington-Henry establishes and maintains a clearly defined and comprehensive student assessment system. The professional staff (teachers and administrators) is trained in the evaluation, interpretation, and use of student data. We continuously collect and analyze this data from many sources. We look at trend and comparison data as well. This data is also used to determine verifiable improvement in our students' learning and it helps guide our determination of one's readiness for success at the next level. Our school leaders regularly monitor

comprehensive information about our students' learning as well as the conditions used to support student learning. We also effectively communicate that information, as well as, our achievement information, to our stakeholders.

The action plan for sustaining these areas of strength: We will continue to hold our quarterly data meetings to monitor student progress and set goals for achievement. We will continue to refine our skills in data collection interpretation. Grade level teams will continue to work on creating common assessments.

Areas still in need of Improvement:

We still struggle with finding and using common math assessments. We have many sources for reading data but still lack in the area of math. Support staff needs more training regarding the evaluation, interpretation, and use of student data.

Plan for Improvement:

Using Form A and B tests on SchoolNet as common, end of unit math tests could help us achieve that data. Especially since teachers have discovered how to find and interpret trend data using that system. We need to look further into this tool and determine if it can be used at all grade levels or what we need to do to ensure that it is used at all grade levels.

Continue to look for creative ways to find time in the school day to further train our support staff in regards to evaluation, interpretation, and use of data. (training during work week and early release days, attendance at one data meeting a year, invitation to School Improvement Planning Team)

Report Summary

Scores By Section

Section Score
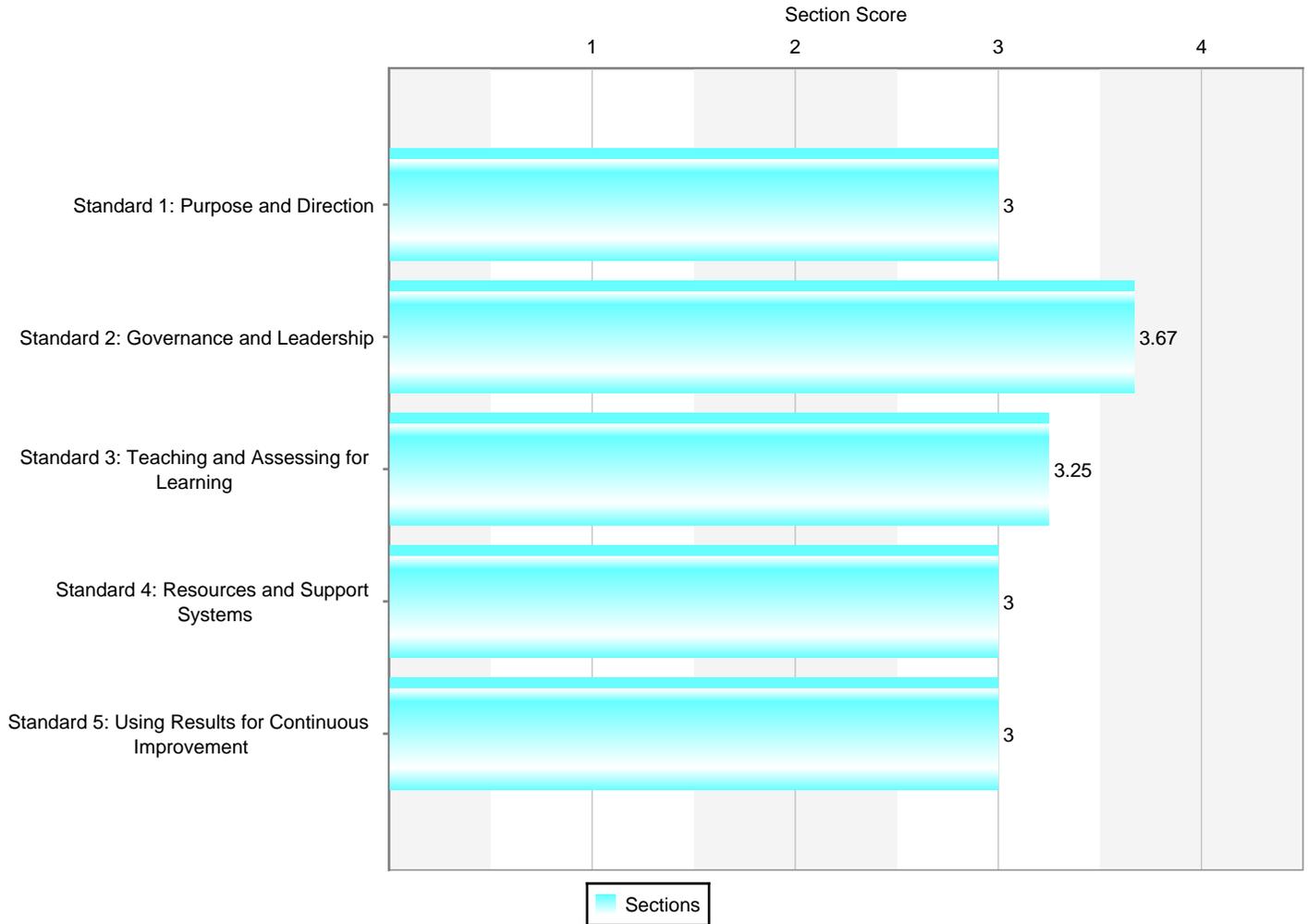
Sections

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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	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?

Parent

The system engages in a systematic process to recruit, employ and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools and educational programs.

The system maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.

The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Staff

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.

The system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success.

Student K-2

The system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success.

Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.

The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

Student 3-5

System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

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

Parents indicated a high level of satisfaction with how the system maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff. This score has increased over the past few years.

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

Students K-2 and 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.

Areas in Need of Improvement

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

Parent

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.

The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.

Staff

The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.

The system'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.

Student K-2

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.

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.

Student 3-5

The governing body establishes policies and support practices that ensure effective administration of the system and its schools.

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.

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?

The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.

What are the implications for these stakeholder perceptions?

 Parents would like to see improvement in how schools provide and coordinate learning support services to meet the unique learning needs of students.

The staff would like to see the system act as a collaborative learning organization where there are structures in place that support improved instruction and student learning at all levels.

The students indicated that there is a need for the system to engage families in meaningful ways and keep these families informed of their children's learning progress.

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

Parents and staff indicated that the system and its schools need improvement in the areas of providing and coordinating learning support services to meet the uniques learning needs of students. They also indicated that the system's curriculum needs to provide 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.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 4

Sections
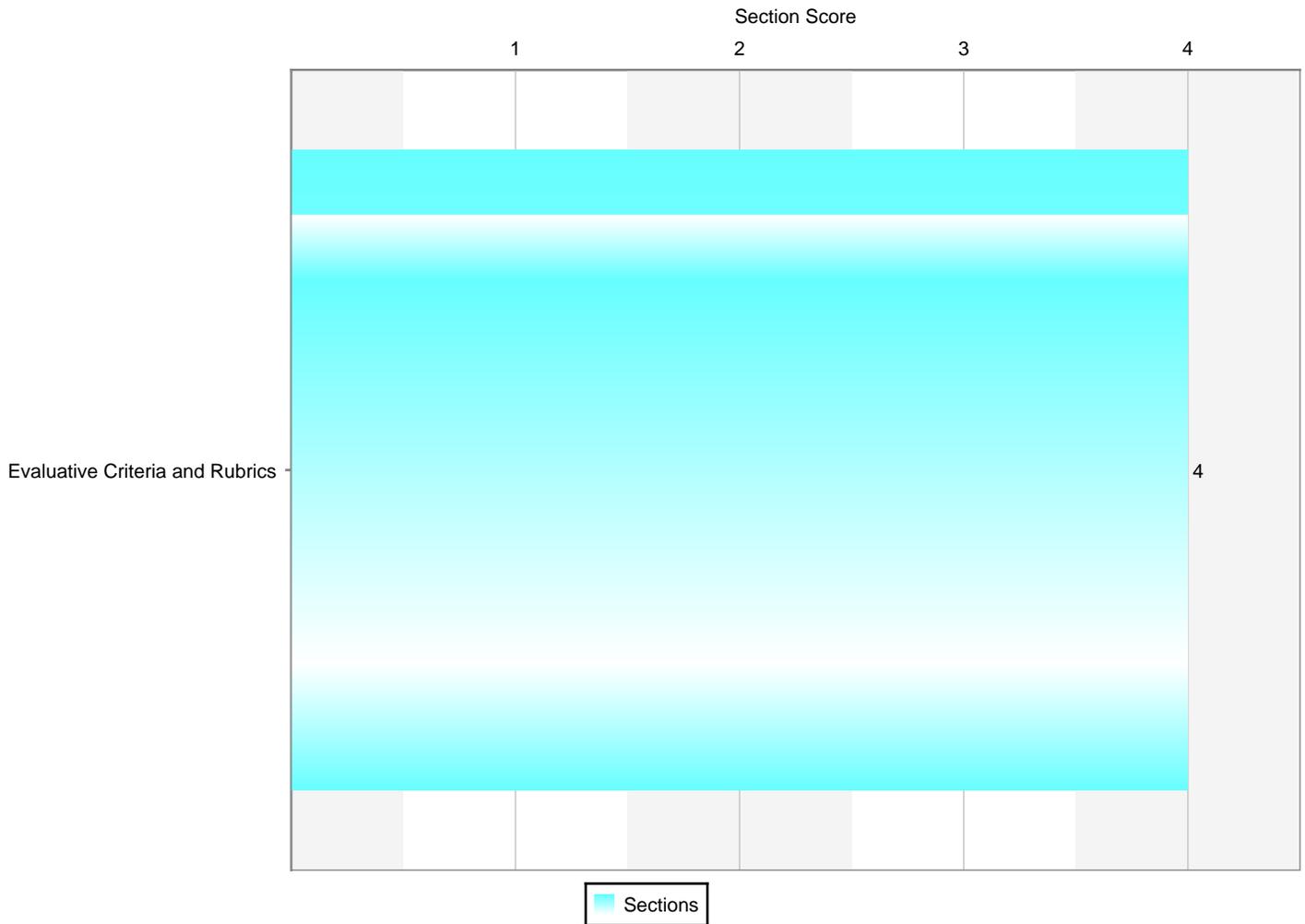
Student Performance Diagnostic

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		WHES Binder

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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?

Washington-Henry Elementary School achieved overall state accreditation in both reading (78% pass rate) and math (86% pass rate). As well, overall pass rates for 4th grade Virginia History and 5th grade Science remain steady at 94% and 84% respectively.

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

Overall math scores, 4th grade Virginia History and 5th grade Science all show a positive trend in performance.

Which area(s) indicate the overall highest performance?

4th Grade Virginia History is highest with a 94% pass rate.

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

Gap Groups 2 and 3 reveal a trend of increasing performance in reading. Overall scores, Gap Group 2 and White are categories of increased performance in math.

Between which subgroups is the achievement gap closing?

Gap Groups 2 and 3 in reading and Gap Group 2 in math.

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

All reported findings are consistent with findings from other data sources.

Areas in Need of Improvement

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

Gap Group 1, Students with Disabilities and Economically Disadvantaged in reading and math are below the expected levels of performance.

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

Gap Group 1, Students with Disabilities and Economically Disadvantaged in reading and math.

Which area(s) indicate the overall lowest performance?

Gap Group 1, Students with Disabilities and Economically Disadvantaged in reading and math.

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

Gap Group 1, Students with Disabilities and Economically Disadvantaged in reading and math.

**Between which subgroups is the achievement gap becoming greater?**

Gap Group 1, Students with Disabilities and Economically Disadvantaged in reading and math.

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

All findings are consistent with findings from other data sources.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
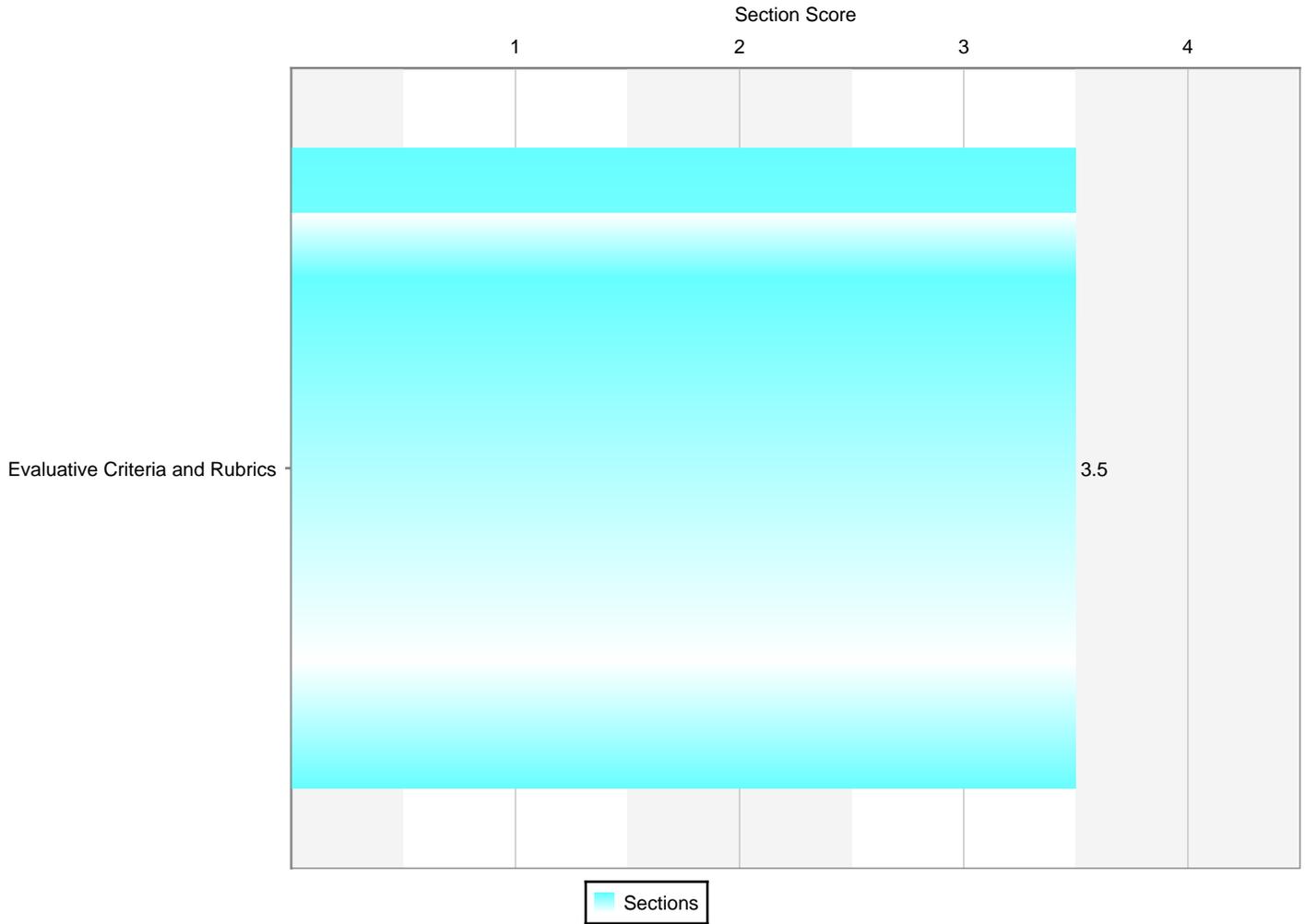
Sections

AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
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		Continuous School Improvement Plan-WHES

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