



# **Accreditation Report**

**Woodruff Elementary School**  
**Spartanburg County School District #4**

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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?**

Woodruff is comprised of approximately 4,229 people, 1,678 households, and 1,130 families residing in the city. There are 1,678 households out of which 30.6% had children under the age of 18 living with them, 42.8% are married couples living together, 19.0% have a female householder with no husband present, and 32.6% are non-families. 29.6% of all household are made up of individuals and 14.8% have someone living alone who was 65 years of age or older. The average household size is 2.44 and the average family size is 3.00. In the city the population is spread out with 25.2% under the age of 18, 8.7% from 18 to 24, 26.35% from 25 to 44, 22.3% from 45 to 64, and 17.3% who are 65 years of age or older. The median age is 37 years. For every 100 females there are 83.6 males. For every 100 female over 18 and older, there are 79.1 males.

Only 62% of the population holds a high school diploma and less than 7% have completed a bachelor's degree. The median household income is \$24,824 per year. The median family income is slightly higher at \$32,996 and 18% of the population falls below the poverty line. Job opportunities in our attendance area are limited and many parents must commute to work in neighboring cities and towns. The majority of our parents possess manufacturing (32%) or construction (26%) jobs. Only 10% of the citizens possess careers in education. Despite these dire statistics, our school district including our school, serve as the promise of opportunity for our youngest generations.

Woodruff is a city in Spartanburg County, South Carolina, located in the "Upstate" area. The population was 4,090 at the 2010 census. Woodruff is part of Spartanburg School District Four. District Four includes Woodruff Primary, Woodruff Elementary, Woodruff Middle, and Woodruff High School. We have less than 3000 students total in the district. Woodruff is primarily a rural community with little industry. Two of the three textile mills have closed and the third is operating at a lessened capacity. While Woodruff has several private healthcare practices, the Board of Directors of Spartanburg Regional Healthcare System closed the community hospital, BJ Workman. The city has a free medical clinic and three dental offices. Currently a dialysis treatment facility is being build to provide healthcare services for those in need of treatment.

The socioeconomic and demographic composition of our school is reflective of the community it serves. Our school is located in a small town with students residing within city limits and the surrounding rural areas. School enrollment demographics reflect the demographics of the community, with approximately 68% reporting as white, 27% as African-American, 4% Hispanic, and 1.8% of two or more races as reported by the 2010 census.

Our school is the only elementary school in our district. Last year we served 589 students in grades 3, 4, and 5 from the largest geographic attendance area in Spartanburg County. Our building was completed in 1976, with several additional classrooms added over the years as the student population has grown. Currently we have 24 homeroom classes, 1 self-contained Special Education classroom, 2 resource classrooms, Music, Art, Physical Education, 3 computer labs, a READ 180 Literacy Lab, speech, and 3 Rising Star remediation program classrooms.

Currently we serve 604 students in grades 3, 4, and 5. This is an increase of approximately fifteen students from last school year. A small percentage of our students come to us as a result of transferring from other school districts, home-schooled, or private school experiences. On occasion, parent have paid tuition for their student in order to attend Woodruff Elementary if they live outside the attendance area. Our school's racial make-up consists of 75% white, 11% African-American, 8% Hispanic, and 6% other races. Approximately 65% of our students receive subsidized meals. The student-teacher ratio is 24:0.

Our school offers numerous cultural, academic, and athletic opportunities because our rural town cannot offer these opportunities due to a lack of financial funding as a result of a meager tax base. Currently, Woodruff Elementary School offers over forty parent and student events, extra-curricular activities, and clubs both during the traditional school day as well as after school. For example, when the Woodruff

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Leisure Community Center deleted the recreation boys and girls basketball league, our school formed a boys and girls basketball club for fourth and fifth grade students. We organize field trips to local colleges and universities as well as invite community resource speakers. To involve community members and promote wellness, we partner with local healthcare agencies to provide vaccines. We also schedule vision and dental screenings. We offer an after school Girl Scouts and 4-H program to teach character education and promote civic behavior. In keeping with our school-wide theme, Dream, Hope, Imagine we encourage our students to aspire to achieve success in their current lives and future endeavors.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The purpose of Woodruff Elementary School is to create a community of learners where each student is provided with a quality education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning to manage life's challenges successfully.

Our faculty and staff are comprised of many long time residents and alumni of our district. Our student population represents multiple generations of families. Our students follow in the traditions of their grandparents, parents and siblings, as they go to school, participate in extracurricular activities, and make our community their home as adults. As a rural school district our student population is spread over a wide geographical area so it is our school and our district which binds our community. Although we love our community, our goal is to enable students to see opportunities beyond the boundaries of our small town. Our educational philosophy resides in the simple concept that all students, regardless of economic or social status deserve instruction from a dedicated and competent professional teacher who utilizes best practices to tailor instruction in a safe and nurturing environment. We believe true success is found by instilling a sense of worth in each child while providing a quality learning experience whereby students take ownership of their futures. Our school has received numerous recognitions for academic achievement. We have received the Palmetto Gold Award for Academic Achievement for 3 of the past years and the Palmetto Silver Award for 2 years. Our greatest milestone is being recognized as having the highest ESEA rating of all 82 school districts in South Carolina in 2014. We were also a Palmetto's Finest Finalist during the 2014-2015 school year. Our school members and community is also proud of the fact that we were selected as a National Blue Ribbon School of Excellence this year. Our school employs a multitude of strategies to help all students reach their greatest potential. Our curriculum mission is to empower students to become master learners and visionaries of their own destiny. Using a curriculum designed to meet our students' needs and prepare them for college and careers, students are challenged daily with rigorous instructional approaches requiring students to take ownership of their learning. For example, each of our students complete and track their Measures of Academic Progress (MAP), State standardized test scores, attendance, discipline, and reading Lexile for the year on a "Dream Sheet" kept in their agendas. Students, parents, teachers and administrators use the "Dream Sheet" to spark formal and informal conversations regarding student progress. Our teachers utilize numerous sources of formative and summative assessment data to build a classroom environment that meets the needs of each child in their class. Unique learning opportunities of our school day are found in our Rising Stars Program. Rising Stars is a remediation program for struggling students that meet during school hours to target individual weaknesses. Additional support is found in our morning computer clubs and after school focus programs created to serve our lowest academically performing students. Enrichment opportunities are found in 4H clubs, Basketball Clubs, Gifted Music and Art, Student Council, and the Good News Club. Additionally, all students have the opportunity to participate in various seasonal school-wide performances. To provide leadership experiences for our economically disadvantaged students, the "Club of Dreamers" was established. The "Club of Dreamers" is a mentor program that gives its members the chance to tour colleges, practice public speaking, and be seen as leaders in our school community. Each year, the principal and administrative team researches the values of the school community through careful observations, conversations with parents, analysis of parent surveys, and by attending community events. This enables the school administration to reflect upon previous years and reassess the total school program.

In keeping with our school-wide theme, "Dream, Hope, Imagine", students are reminded daily of the limitless possibilities for success. The educational philosophy for our school is that all students are provided academic, social, emotional, physical, and cultural opportunities to



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learn and grow in a safe and nurturing environment. We are an inclusive teaching and learning community. Our students will enter a world much different from past generations. Future careers will focus more on technological and service based sector jobs and less on the historical manufacturing. Empowering our students with an engaging curriculum focused on a real-world application of knowledge will prepare them for future endeavors. Embedded in our school theme is the idea that students will find success in a global world. Students' surroundings are inundated with career possibilities. We use visual models such as the Wordle in the media center, writing exercises, and Career Dress for Success Days to foster awareness of careers and to support the Career and College Readiness Standards. Dream notebooks are located in each classroom throughout our school. Each Dream Notebook is a collection of writings completed by students supporting the school-wide theme. These factors shape the social and academic factors that make our school a special place to learn and grow.

## 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.**

Woodruff Elementary School is reflective of an exceptional learning environment composed of talented students, committed family members, and dedicated faculty and staff members. We encourage our students to set personal goals, stay positive, and believe in themselves and their academic potential. As a result of this collaborative effort, our school has been recognized state-wide and nationally as an institution of academic success despite a poverty index that has exceeded 72 percent for the past 3 years. The list of awards and recognitions include:

### Palmetto Gold and Silver (State Recognition)

2013-2014 Palmetto Gold Award for Academic Achievement  
2012-2013 Palmetto Gold Award for Academic Achievement  
2012-2013 Palmetto Silver Award for Closing the Achievement Gap  
2011-2012 Palmetto Gold Award for Academic Achievement  
2011-2012 Palmetto Silver Award for Closing the Achievement Gap  
2010-2011 Palmetto Silver Award for Academic Achievement  
2010-2011 Palmetto Silver Award for Closing the Achievement Gap  
2009-2010 Palmetto Silver Award for Academic Achievement

### State Report Card Ratings

2013-2014	Absolute Rating: Excellent	Growth Rating: Excellent
2012-2013	Absolute Rating: Excellent	Growth Rating: Good
2011-2012	Absolute Rating: Excellent	Growth Rating: Excellent
2010-2011	Absolute Rating: Excellent	Growth Rating: Excellent
2009-2010	Absolute Rating: Good	Growth Rating: Good

### Federal ESEA (Elementary and Secondary Education Act) Ratings

2014-2015 94.9 (A)  
2013-2014 94.9 (A)  
2012-2013 88.1 (B)  
2010-2011 Adequate Yearly Progress: No (21 of 23 objective met)  
2009-2010 Adequate Yearly Progress: Yes (25 of 25 objectives met)

### State Recognition

During the 2014-2015 school year, our school was selected as a Palmetto's Finest Finalist in the state of South Carolina. Woodruff Elementary was among the top five elementary schools in the state to receive this honor. The South Carolina Association of School Administrators (SCASA) presents the awards each year to schools which offer the best in innovative, effective educational programs.

### National Recognition

National Blue Ribbon School of Excellence-2015 (One of five in South Carolina)

Woodruff Elementary School was among five schools in South Carolina to be nominated as a National Blue Ribbon School. The National  
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Blue Ribbon Schools program recognizes schools whose students achieve at very high levels or schools that make significant progress in closing the achievement gap. The National Blue Ribbon Schools program sets a standard of excellence for all schools striving for the highest level of student achievement. The US Secretary of Education invites each state Superintendent to nominate those schools that meet the criterion for recognition. South Carolina is allowed to nominate five schools each year to be recognized by this prestigious award. Nominated schools are invited to submit applications for possible recognition as National Blue Ribbon Schools. Winners are announced in the fall of 2015. The winners were honored at an awards ceremony in Washington, D.C., where they received a plaque, banner, and flag for the recognition. These schools also serve as role models for other schools throughout the nation with details of their achievements shared on the U.S. Department of Education's website. We were notified on September 29, 2015 that Woodruff Elementary School was named a National Blue Ribbon School of Excellence. We were recognized as an Exemplary High Performing School. Our principal and a representative from the school traveled to Washington, D.C. in November to accept the award on behalf of our school community.

### Areas for Improvement

Our school-wide theme, "Dream, Hope, Imagine" shapes the social and academic factors that contribute to the perception that our school is unique. Our parents, community members, district office personnel, and school staff members work together as partners in education. Collectively, we understand that teaching and learning is our primary focus and our school climate directly impacts the success of our students.

While engaging in a data carousel professional development activity with faculty and staff members, we discovered discrepancies among African Americans and ESOL students in contrast to the remaining student body. Our philosophy is founded on the belief that African Americans and ESOL students are entitled to educational equity and dreams in order to have a strong sense of purpose for achieving in school. We have created an improvement plan embracing a culture of equity where building positive relationships with ESOL and African Americans is paramount. Using current research and best practices, our improvement plan encompasses four basic ideas: high expectations in conjunction with effective instruction, giving ownership to students, extending support, and building relationships. Effective instruction, aligned with rigor and relevant curriculum that engages, challenges, and connects to the world beyond our student's community is a cornerstone to the instruction provided. Students receive literary experiences reflective of the culture of ESOL and African American students in both fiction and nonfiction. Our media specialist creates an additional extension through providing culturally diverse texts.

African Americans and ESOL students feel a sense of ownership in our school by the roles they hold. Examples of this ownership are seen in school leadership roles, morning new crew, Student Council, School Improvement Council, School Ambassadors, Student Lunch Council, and flag attendants. A highlighted event during our school year is our Dress for Success Days, which coincide with Dream Activities that take place throughout the school year.

As part of our improvement plan, providing extended support, both academically as well as socially, for our students is imperative to success. Our guidance counselor provides an ongoing mentoring program, "Club of Dreamers", where the focus lies on building relationships. 1:1 meetings are held with minority students accompanied with college tours. Club of Dreamers members participate in leadership roles within our school. Teachers and staff members encourage parents to allow African American and ESOL students to participate in extended day instruction to strengthen math and literacy competencies. Rising Stars, a program designed to offer intensive instruction using a 1:8 ratio, allows struggling students to receive individual instruction in math and reading. Our Spring After School Focus Program, held for six weeks, provides academic support in reading and math for reading for struggling students. Students are identified based on MAP scores and prior PASS performance. We conduct staff development workshops with our district ESOL coordinator for the purpose of learning and implementing teaching strategies aligned with WIDA ELD (English Language Development) standards. Extracurricular activities such as Middle School mentors, after-school Boys and Girls Basketball Clubs, two 4-H clubs, and Girl Scouts provide non-instructional support. All students are encouraged to take an active part in these programs.

Our improvement plan to increase the academic achievement of African Americans and our ESOL students begins with high expectations in conjunction with effective instruction. We allow students to take ownership of their learning experiences. We provide daily support beyond the traditional school day, and continue to build relationships extending across our community. In our school, all students dream big, hope

for a better tomorrow, and imagine the possibilities.

## Additional Information

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

### The Culture of Woodruff Elementary School

The process of building the culture of our school initially required a critical examination of the historical factors that shaped our rural city and school district. This process began with the principal and administrative team researching the values of the community the school serves through careful observations, conversations with parents, and attending community events. School, community and teacher surveys were administered. The results were analyzed by the principal and shared with the administrative team. The collection of informal and formal data revealed the expected behaviors and beliefs most valued by community members and school staff. The principal focused on the following key ingredients to build an inclusive culture within the school and local community; equity, data driven instructional decision-making, and a safe school environment.

### Equity

We believe every student at our school should be afforded the same opportunities and receive an outstanding education. The voice of each student and parent matters. We believe all parents are respected and valued members of our school community. We provide opportunities for parents to become an integral part of the school community. We have maintained the traditions and values that make our community special while providing our students with opportunities to view their world from a wider perspective. We are convinced that daily engagement in activities that support these values will result in healthy relationships among our school members, parents, students, and the surrounding community.

### Data Driven Instructional Decision Making

Our methodical and public use of school performance data, such as Aspire, PASS, MAP, Edmentum's Study Island, Scholastic's READ 180, student z-scores, and qualitative evidence to unite parents, staff, and students is a contributing factor our our school's academic success. Individual and school data is made accessible to our parents. Charts and graphs displayed throughout our school are relevant and meaningful to our children and community members. Our disaggregated data tells a compelling story of academic reform within our school that has led to exceptional results. The establishment of a collaborative culture benefits our most important stakeholders-our students.

### Safe School Environment

Our community expects the adults in our school to act in a manner that is fair and just. To meet this expectation, we ensure that the emotional and physical well-being of students is our first priority. Our school has an anti-bullying program. A character education program is embedded in our approach to educate the whole child. Administrators regularly present messages of tolerance, acceptance, and kindness to others on the morning school news show. Additionally, anti-bullying videos are viewed by students on the morning news show featuring Kid President, athletes, and recognizable personalities. Our students and community members understand that their children are able to learn in a safe environment.

# 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: 4.0

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 process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> <li>•Website, student and faculty handbook, newsletters, District newsletter (Visions), school PTO calendar, principal's newsletter, classroom newsletters,</li> </ul>	Level 4

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 clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•Data driven instruction, student extra-curricular programs, grade level meetings, data meetings, parent surveys, educational student programs,</li> </ul>	Level 4



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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 require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school data profile</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The school continuous improvement plan</li> <li>•Data meetings, hallway data boards, classroom data boards, data war room, school improvement council, instructional timeline for the school, data meetings with cafeteria and custodial staff members, Palmetto's Finest Finalist recognition, National Blue Ribbon nomination recognition, DOK (Depth of Knowledge), continuous planning grade level and special education meetings, school -wide communication in student agenda,</li> </ul>	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.**

The areas of strengths for Woodruff Elementary include:

1. Student written "I Can statements" daily aligned with curriculum standards
2. Data Analysis to drive instruction (classroom, hallways, war room)
3. Shared beliefs and purpose in regards to academic expectations
4. Academic rigor
5. Evidence of academic growth through data analysis of targeted subgroups of students ( disabled, Rising Star students, READ 180 students)

The school's purpose and direction are clearly communicated to staff and stakeholders throughout the building, on the website, and in parent and student handbooks. To sustain this focus, students recite a daily honor pledge as a vocal reminder of the ingredients for daily success. To sustain these areas of strength the organization will continue to collaborate to build instructional teams with a common purpose for student learning. This will also encourage shared beliefs among all faculty members. We will continue to have our common purpose and direction with significant stakeholders in our community.

Our school will continue to concentrate efforts to close the achievement gap for minority students and their white peers. We will continue to target African-American and Hispanic students for academic programs with this goal in mind. We will continue to conduct The Club of Dreamers (minority mentoring program) for the purpose of placing them in leadership roles and conducting one-on-one mentoring sessions with a significant adult.



## Standard 2: Governance and Leadership

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

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices 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.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•Monthly district board meetings, monthly principals' meetings, direct communication among District staff members when appropriate, District school board policy manual, school handbook, yearly school calendar available to all community stakeholders including students and parents with policies, rules, and regulations.</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"><li>•Governing body minutes relating to training</li><li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li><li>•List of assigned staff for compliance</li><li>•Proof of legal counsel</li><li>•Assurances, certifications</li><li>•Governing body training plan</li><li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li><li>•Communications about program regulations</li><li>•Historical compliance data</li><li>•Governing body policies on roles and responsibilities, conflict of interest</li><li>•Governing code of ethics</li><li>•In-service meeting agendas, school board meeting minutes, District and school purpose statements, school instructional strategies reviewed and updated annually.</li></ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body 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.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> <li>•Parent and staff surveys distributed through School Improvement Council, SIC minutes</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•Daily school news show, student expectations communicated in variety of methods including newsletters, parent flyers, classroom news letters, school tours, student celebration programs, student academic success reward programs, parent workshops, data meetings with parents, students, and school staff members. Use of focus groups to process school-wide issues. Communication methods to community stakeholders include email, phone call, postcards, letters, parent alert flyers, mass telephone alert</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently 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' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Communication plan</li> <li>•Strong sense of community demonstrated through student, parent, and business events. PTO events, District newsletters (Visions), media reports, school and parent interview committees. School Improvement council.</li> </ul>	Level 4

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.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> <li>•Representative supervision and evaluation reports</li> <li>•Instructional long range plans, mock tests, depth of Knowledge in- service and grade level meetings, MAP testing, student data analysis from READ 180, Study Island, state assessment results, informal classroom assessments. Review and evaluation of teacher lesson plans, student assessments including writing. Teacher goals-based evaluations, classroom observations, curriculum guides, teacher MAP testing conferences with school administrators, and the use of grade level pacing guides.</li> </ul>	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.**

The strengths for Woodruff Elementary include:

1. The School Improvement Council and principal communicates survey findings to all stakeholders. Results are analyzed to improve areas of concern. District policies and procedures are clearly communicated and supported at the school level.
2. All school and community stakeholders align decisions that are in the best interest of students.
3. Professional development aligned with student achievement data. (Depth of Knowledge workshops, literacy presentations, closing the achievement gap, poverty analysis studies, ELL instructional approaches). Student academic programs selected and implemented based on student achievement results and data analysis.
4. Strong leadership with high expectations for all stakeholders.
5. Strong community relations.

Our organization will continue to pursue ways to involve more parents in school events and participation in extra- curricular events. As an additional way to provide community members with the 40 plus student and parent events and activities our school offers, plans are underway to distribute pamphlets describing all extra-curricular programs and explain how they can become involved during the school year.

### 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: 3.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Descriptions of instructional techniques</li> <li>•Instructional courses are aligned with the academic needs of our students. Programs are available for gifted and talented students hosted by a SOAR teacher. Several instructional programs are available for struggling readers and other students who are academically challenged. READ 180 reinforces reading comprehension skills while the Rising Star program assists students who score in "Not Met" range on NWEA MAP assessment. All students attend a math and reading computer weekly.</li> </ul>	Level 4



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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically 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 systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure 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"> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> <li>•Types of assessments and data information utilized at WES include the use and analysis of: mock state standardized tests, MAP tests (3 times a year), DRA for third grade, Aspire/PASS state assessments, Study Island, student goal setting cards, classroom data walls, hallway data boards, data war room, WES Instructional Initiatives, WES Instructional Timeline, grade level and content area pacing guides, and data analysis meetings completed by all faculty and staff members.</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using 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 each student. Teachers consistently 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"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> <li>•Specific evidence: All grade levels and special education teachers utilize Promethean boards for technology based lessons, lessons support various learning modalities and preferences, integrated instructional approach used by all classroom teachers for reading, writing, and social studies lessons, fine arts teachers teach Ela, math, science, social studies standards through integration, non-fiction resources are used in Ela classes, weekly grade level meetings, and standards aligned lessons.</li> </ul>	Level 4

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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 beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•School administrators directly implement and supervise the following: Student mock writing analysis, professional development activities, lesson plans weekly, pacing guides, teaching schedules, data analysis meetings, and school-wide state mock assessments. School leaders also implement and supervise the following academic programs: After-School Spring Focus Program, Morning Computer Club, Rising Stars, and READ 180. Administrators provide instructional support for teachers when appropriate.</li> </ul>	Level 4

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 on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive 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 are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> <li>•Specific examples include: weekly grade level meetings, administrators attendance at grade level meetings, teacher-administrator MAP student data conferences, teacher-goal setting conferences with students, collaboration with school reading coach, collaboration with Woodruff Primary School (grades 3K-2), ESOL collaboration, school wide share-a-thons, off campus staff development activities, on-campus staff development activities.</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of 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 immediate feedback about their learning.	<ul style="list-style-type: none"><li>•Examples of learning expectations and standards of performance</li><li>•Survey results</li><li>•Examples of assessments that prompted modification in instruction</li><li>•Samples of exemplars used to guide and inform student learning</li><li>•Examples of evidence include: "I Can" standards statements recorded daily by students, student agendas, student goal setting charts for academic achievement, attendance, and discipline, standards displayed daily, student-teacher MAP conferences, state assessment conferences, classroom data board conferences, classroom newsletters, use of writing process, and Study Island computer-based assignments administered by classroom teachers.</li></ul>	Level 4

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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.	All school personnel are engaged in systematic 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 high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"><li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> <li>•District induction, annual, and teacher evaluations are conducted yearly. Monthly teacher induction meetings are conducted. Annual teacher evaluation orientations are conducted. School mentors are assigned to induction teachers as well as teachers who require support. Peer coaching and feedback is provided in addition to administrators conducting teacher evaluations.</li></ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Volunteer program with variety of options for participation</li><li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li><li>•Calendar outlining when and how families are provided information on child's progress</li><li>•Additional evidence: Monthly family gatherings, monthly Principal's newsletter, classroom newsletters, School Improvement Council, PTO events and participation, parents as mentors and volunteers in after-school programs, Wednesday special lunch, distribution of interim reports and report cards, Science fair drop-in, parent attendance at student performances, and attendance in academic awards presentations and celebrations.</li></ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Description of formal adult advocate structures</li> <li>•Examples of student advocacy include: the use of a team teaching approach in all grade levels (3-5). Each student shares 2 classroom teachers in addition to fine arts teachers, Rising Star teachers, and resource teachers. Other examples: The Club of Dreamers (mentoring program for minority and at-risk students with adult mentor), volunteers and mentors for after-school programs, field trip experiences, and mental health services are provided for targeted students.</li> </ul>	Level 3

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"> <li>•Evaluation process for grading and reporting practices</li> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Evidence include: interim reports that are distributed quarterly, teacher handbook policy on grading, team instructional assessments, stakeholder (parent suggestions), classroom newsletters, homework hotline, mass e-mails from classroom teachers, and parent access to Power School student grades.</li> </ul>	Level 3

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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 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. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"><li>•Results of evaluation of professional learning program.</li><li>•Evaluation tools for professional learning</li><li>•Survey results</li><li>•Brief explanation of alignment between professional learning and identified needs</li><li>•Examples: Teacher/custodial/cafeteri a evaluation instruments, Furman Consortium, data analysis meetings. Also ESOL, special education, fine arts, bus driver, first responder, technology, crisis management, blood bourne pathogen, and CPR workshops. Reading coach conducts literacy workshops with all Ela teachers. District-wide in-services are conducted at the start of each year. School-wide professional development focuses on closing the achievement gap and use depth of knowledge strategies.</li></ul>	Level 3



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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously 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 individualized learning support services to all students.	<ul style="list-style-type: none"><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li><li>•Support services provided: mental health/hearing/vision impaired personnel, gifted and talented teacher, special education (2 resource teachers), 1 self-contained teacher, 2 special education assistants, Rising Star program with 3 teachers, district psychologist and coordinator, school special education LEA, school special education administrative assistant, and SIT (school intervention team) that provides tier intervention strategies. The support services members receive specialized training.</li></ul>	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.**

An area of strength at Woodruff Elementary School is the use of data driven instructional decision-making to help our students succeed. The methodical and public use of school performance data, such as Aspire, PASS, MAP, Edmentum's Study Island, Scholastic's READ 180, student Z-scores, and qualitative evidence to unite parents, staff, and students is a contributing factor to our school's academic success. Individual and school data is made accessible to our parents. Charts and graphs displayed throughout our school are relevant and meaningful to our children and community members. Our disaggregated data tells a compelling story of academic reform within our school that has led to exceptional results. Differentiated instruction is a core component of daily classroom instruction. Teachers depend on a variety of formal and informal assessments. They use these assessments to adjust to students' levels and abilities. Teachers utilize one on one instruction, small/whole group instruction, self-pacing activities, independent practice, designed grouping practice, and peer tutoring. Writing and research projects are displayed on teacher walls and in the hallways to bolster student self-efficacy. Our stellar academic achievement is proof that our students are engaged in learning. Teachers provide an environment of high expectations for students along with a rigorous curriculum that inspires greatness. The establishment of a collaborative culture benefits our most important stakeholders-our students. As we continue to grow academically at WES, faculty and staff members re-evaluate annually instructional approaches that are productive versus less successful approaches to teaching and learning. Using a professional learning community approach we discuss these strategies and publish them as an instructional guide. They are called WES Instructional Initiatives to Support Student Achievement. They are displayed in each classroom and throughout our school. The 30 strategies serve as a reminder of our school-wide roadmap to ensure student academic success. They are as follows:

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1. Few classroom interruptions
2. Establish PASS, attendance, discipline goals in August
3. Students maintain PASS, attendance, and discipline goal worksheet in agenda (Pt. of discussion)
4. Track Fall and Spring Focus students
5. Identify subgroup of students for Rising Stars Program. Track students using MAP and PASS data
6. Submit student work and assessment samples as requested (reflective of standards)
7. Conferences with administrators following each MAP testing cycle: (3rd with Turner, 4th with Brewton, and 5th with Robinson)
8. Resource teachers include Aspire/PASS test taking items and strategies as part of the daily instruction
9. SOAR third, fourth, and fifth grade focus on ELA College and Career Readiness Standards
10. Fifth grade self-contained students mainstreamed into regular ELA classes
11. Use of Data War Room (Teaching teams required to meet in Data Room as required or necessary)
12. Teachers identify and post pictures of students Not Met on data board following MAP testing cycles (Student names, RIT scores, percentile ranking, subgroup, and remediation programs)
13. Mock PASS tests administered (all core subjects)
14. Integration of Social Studies, Writing, and English Language Arts curriculum in all grade levels by all ELA teachers
15. DATA BOARDS posted in hallways and PASS/MAP results posted and updated.
16. Media specialist instructs English language arts College and Career Readiness standards with all grade levels
17. Fine arts teachers teach math, English language arts, science, and social studies standards through integration
18. Monday Math using Math 4 Today and Core Bites - Taught by math and science teachers
19. Social Studies Weekly/Scholastic Magazine for informational text
20. Study Island - Reading and Math Labs
21. Everyday Math - Standards Aligned
22. After-School Focus Program-Spring (Math, English language arts, and Study Island)
23. Morning Computer Club-Spring (Math, English language arts, and Study Island)
24. Professional Development focused on closing the achievement gap
25. Fantastic Fives (Core Bites) utilized daily:
26. BEAR (Be Excited About Reading) daily from 7:30-7:45
27. School-wide review and publication of 2014-2015 PASS data. Teachers maintain data notebooks.
28. Summer Reading Camp
29. READ 180 (3rd Hayes; 4th Montjoy; 5th Culbertson)
30. WES Instructional Timeline.

The area needing improvement at our school also revolves around the analysis of student data. While engaging in a Data Carousel Activity with faculty and staff as part of a professional development activity, we discovered discrepancies among African Americans and ESOL students in contrast to the remaining student body. Our belief is founded on the belief that African Americans and ESOL students are entitled to educational equity and dreams in order to have a strong sense of purpose for achieving in school. We have created an improvement plan embracing a culture of equity where building positive relationships with ESOL and African Americans is paramount. Using current research and best practices, our improvement plan encompasses four basic ideas: high expectations in conjunction with effective instruction, giving ownership to students, extending support, and building relationships.

Effective instruction, aligned with rigor and relevant curriculum that engages, challenges, and connects to the world beyond our student's community is a cornerstone to the instruction provided. Students receive literary experiences reflective of the culture of ESOL and African American students in both fiction and nonfiction. Our Media Specialist creates an additional extension through culturally diverse texts. African Americans and ESOL students feel a sense of ownership in our school by the roles they hold. Examples of this ownership are seen in school leadership roles, morning news crew, Student Council, School Improvement Council, School Ambassadors, Student Lunch Council,

and flag attendants. A highlighted event during our school year is our Dress for Success Days, which coincide with Dream Activities that take place throughout the year.

As part of our improvement plan, providing extended support, both academically as well as socially, for our students is imperative to success. Our guidance counselor provides an ongoing mentoring program, "Club of Dreamers", where the focus lies on building relationships. 1:1 meetings are held with minority and academically at-risk students. Teachers and faculty members encourage parents to allow African Americans and ESOL students to participate in extended day instruction to strengthen math and literacy competencies. We also began an academic literacy program designed to assist our Hispanic students who are experiencing language difficulties. Hispanic and school staff volunteers meet weekly with students identified through WIDA assessments as having severe language barriers. Our volunteers meet individually or in small groups with the students and assist them with reading comprehension and fluency skills. Our school reading coach and district ELL coordinator provided educational resources to the volunteers to maximize their efforts. Rising Stars, a program designed to offer intensive instruction using a 1:8 ratio, allows struggling students to receive individual instruction in math and reading. Our Spring After School Focus Program, held for six weeks, provides academic support in reading and math for struggling students. Students are identified based on MAP scores and prior PASS performance. Extracurricular activities such as Middle School Mentors, after school Boys and Girls Basketball Club, and two 4-H clubs, are provided as non-instructional support. All students are encouraged to take an active part in these programs. Our improvement plan to increase the achievement of African Americans and our ESOL students begins with high expectations in conjunction with effective instruction. We allow students to take ownership of their learning experiences. We provide daily support beyond the traditional school day, and continue to build relationships extending across our community. In our school, all students dream big, hope for a better tomorrow, and imagine the possibilities.

## 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: 3.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	<p>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.</p>	<p>Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to 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 all positions necessary to achieve the purpose and direction of the school.</p>	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•Other: School board policy manual, teacher/administrative/staff vacancy notices, teacher hiring recommendations to school board for approval, support staff vacancy notices, teacher issued contracts, issue of employment intent forms for certified and non-certified staff members, personnel transfers within school district, performance evaluation of staff members, district newsletter (Visions), state report card survey results, percentage of teachers with Masters degrees, National Board CT.</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"><li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li><li>•School schedule</li><li>•Alignment of budget with school purpose and direction</li><li>•School calendar</li><li>•Evidence: Donor's Choose, teachers' schedules posted throughout building, PTO purchase orders, district audits of school financial records, check and balance system for all school expenditures, bid sheets, year state reimbursement funds, state base student cost, publication of district annual budget summary for stakeholders, publication of nutrition report annually, and annual publication of per pupil expenditure.</li></ul>	Level 3

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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 collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Additional Evidence: adherence to OSHA requirements, Principals'/custodial/cafe/teria meetings, pesticide prevention, School Dude for maintenance work orders, alarm systems, fire Marshall and alarm inspections, crisis management workshops, school board reports, monthly district facility report, student/staff accident reporting system, safety inspections, energy plan and consumption reports, BAN project proposals, contract facility maintenance services ( lawn care, painting, etc.), bus safety.</li> </ul>	Level 4

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"> <li>•Budget related to media and information resource acquisition</li> <li>•Evidence: School webpage, school message board sign, weekly class newsletters, Principal's newsletter, District 4 website, Bright Arrow mass communication, school technology committee, school-wide news show, LCD visual presentations, access of laptops for students and staff, and iPads, District 4 newsletter.</li> </ul>	Level 3

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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"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Policies relative to technology use</li> <li>•Additional evidence: school-wide computer assistive instructional programs such as Study Island, MAP assessments, READ 180, and I Ready. Technological devices use include iPads, laptops, and mobile laptop carts. Also, district use of emails and school and district technology agreements.</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Agreements with school community agencies for student-family support</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•Evidence: School safety plan, mental health, PT, O t, district psychologist, guidance services, Club of Dreamers, vision, hearing, dental screenings conducted. Flu vaccines, Boys/Girls Basketball Clubs, health forms provided by full-time school nurse, character education program with emphasis on anti-bullying and leadership. Affirmation statements displayed in school, Red Ribbon Week activities, daily recitation of honor pledge, National Blue Ribbon Award, Superstars, student performances</li> </ul>	Level 3

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Woodruff Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•Other evidence: Dress for Success, college tours for Club of Dreamers, Growing up Gold Education Day at Wofford College, counselor referral forms, school test coordinator, training, classroom Dream Notebook, SIT team referral for special education process, use of student agendas as a communication tool between school and home.</li> </ul>	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.**

Spartanburg School District 4 believes that facilities and education outcomes are linked to student success. As a district, we attempt to structure good planning with limited resources to achieve goals.

The strengths of our District and school resources and support systems are numerous. The maintenance of safe, clean, and healthy facilities is paramount in supporting student success. A long range planning model coupled with needs assessment analyses are used when considering areas for improvement and maintenance. Facility decisions are based on both qualitative and quantitative data. Enrollment needs is one measure utilized to determine facility upgrades. Facility planning occurs as part of an ongoing process of district planning. School planning takes into consideration the philosophical, political, and economical culture of the Woodruff community. Additionally, community stakeholders play a vital role in exploring facility updates. The planning process is representative of a broad spectrum of the community.

We will continue to communicate with the Spartanburg County School District 4 Facilities Director to determine the appropriate upgrades and maintenance procedures that will benefit our students and staff meetings through monthly Principals' meetings, email communication, on-site visits, and telephone discussions.

In terms of areas in need of improvement our staff has determined through consensus that while the technological infrastructure that supports the school's teaching, learning, and operational needs meet most of our stakeholders' needs, it does not satisfy all the instructional needs of the school. The school district is currently evaluating the technology infrastructure of the District as a whole to determine the best course of action and thereby improve the technological services provided to Woodruff Elementary School as well as other schools in our district.



## 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: 3.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive 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 all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•Achievement data sources include student results from state assessments, MAP, Study Island, READ 180, DRA (reading diagnostic tool), mock state writing prompts, and teacher generated tests. Based on analysis of assessments and instructional practices, we publish our school-wide curriculum strategies in 2 manners. WES Instructional Initiatives (32 teaching strategies) are found in each classroom and in the War Room. The WES Instructional Timeline is located in hallways and in the War Room.</li> </ul>	Level 4

**Accreditation Report**

Woodruff Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All 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"><li>•Survey results</li><li>•Written protocols and procedures for data collection and analysis</li><li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li><li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li><li>•Following the collection and analysis of student data, the following strategies are utilized: in-service agenda items, state standardized test data analysis, teacher observations/ evaluations, MAP teacher-administrator(s) data conferences, MAP student growth goals, student Dream Sheets in agendas, classroom, hallway, and War Room data boards, and student test results are shared with staff members. Student assessment results are used to identify student remediation and intervention programs.</li></ul>	Level 4

**Accreditation Report**

Woodruff Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"><li>•Policies specific to data training</li><li>•Professional learning schedule specific to the use of data</li><li>•Documentation of attendance and training related to data use</li><li>•Training materials specific to the evaluation, interpretation, and use of data</li><li>•Training in reviewing data begins with the distribution of individual folders comprised of grade level and school-wide state testing results. Administrators review school data with cafeteria/ custodial staff members as well as professional staff. Fine arts, special ed., and Rising Star teachers are engaged in curriculum meetings with administrators and classroom teachers. Test data posted in hallways include the State School Report Card, Aspire/PASS data, student standards/demographic data.</li></ul>	Level 3

**Accreditation Report**

Woodruff 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 clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and 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"><li>•Student surveys</li><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Description of process for analyzing data to determine verifiable improvement in student learning</li><li>•Examples of use of results to evaluate continuous improvement action plans</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li><li>•Evidence of student success at the next level</li><li>•Classroom data walls provide opportunities for teachers and students to discuss academic strengths and areas needing improvement. Students set personal attendance/ discipline goals. Student expected MAP growth goals are set. SRI reading readiness assessments are used in READ 180 classes. DRA is used with 3rd graders. Student hallway data walls that reflect MET performance levels are displayed. Teacher-parents-student conferences scheduled. Study Island/ MAP learning path continuum used.</li></ul>	Level 4

# Accreditation Report

Woodruff Elementary School

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"><li>•Minutes of board meetings regarding achievement of student learning goals</li><li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li><li>•Survey results</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•Executive summaries of student learning reports to stakeholder groups</li><li>• Leaders monitor and communicate student learning in the following ways: review and distribution of classroom newsletters, publication of a monthly Principal's newsletter in English and Spanish, Parent Alert Flyers, SIC communication based on parent survey result responses, postcards that are distributed quarterly by all certified staff members, Bright Arrow mass communication system to stakeholders, curriculum updates provided at Awards programs, and school information submitted to Visions.</li></ul>	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.**

Each year, the principal and administrative team researches the values of the school community through careful observations, conversations with parents, analysis of parent surveys, and by attending community events. This enables the school administration to reflect upon previous years and reassess the total school program. Our teachers also utilize numerous sources of formative and summative assessment data to build a classroom environment that meets the needs of each child in their class.

Academic decisions are based on a multitude of evidence. The principal's methodical and public use of school performance data, such as PASS, MAP, Edmentum's Study Island, Scholastic's READ 180, student Z-scores, and qualitative evidence to unite parents, staff, and students is a contributing factor to our school's academic success. Individual and school data is made accessible to our parents. Charts and graphs displayed throughout our school are relevant and meaningful to our children and community members. Our disaggregated data tells a compelling story of academic reform within our school that has led to exceptional results. The establishment of a collaborative culture

benefits our most important stakeholders-our students.

In analyzing our data from the South Carolina Palmetto Assessment of State Standards (SCPASS) and ACT Aspire, we have identified a common trend within the data for English Language Arts and Mathematics. The number of students across all three grade levels scoring Met or Ready has grown slightly or remained constant. This trend demonstrates content taught in our school is effective and students retain knowledge from year to year. Our students scoring Exemplary have shown an increase over the last five years. We attribute this growth in exemplary scores to our focus on analyzing student achievement during the 2009-2010 school year. In this year we began an intensive focus on the student data. Professional development centered on using of data to drive classroom instruction through workshops, building data notebooks, and creating school data boards. Teachers began speaking a common academic language throughout the school. Common assessments across subject and grade levels enable teachers to compare their instructional strategies and this process fosters collaboration. Our English Language Arts and Social Studies curriculum were integrated to allow optimal student learning. Our teachers began working in subject area teams. Additionally, students were taught how to interpret their personal assessment data and set personal academic goals, promoting personal responsibility for learning.

Our school adopted a rigorous curriculum designed to meet the needs of all students. Several instructional innovations were implemented between the years 2010 and 2014. The implementation of Hallway and Classroom Data Walls began, following intensive professional development in the use of PASS and MAP data to improve student achievement. Administrators began meeting with grade level teaching teams to review student MAP data. Teachers were required to monitor individual student performance data in their "Data Notebook". The data includes demographic, standards, student subgroups, and state and county comparison percentages of student performance levels. The teacher lounge was converted to a data analysis conference room (War Room). We categorize subgroups of students designated as Not Met by placing images of students on the War Room bulletin board. Accompanying the images are the students' name, MAP RIT scores, target growth percentile rankings, subgroup status, intervention programs, and homeroom teacher. The War Room Data Board is a visual representation of a teacher's data notebook. We re-evaluate the status of each student following each MAP testing cycle. During this time of MAP analysis, classroom teachers conference to strategize areas of needed improvement.

Instructional leadership begins with the school administration. Teachers and administrators meet regularly to discuss data, instructional methods, targeted sub groups, and the importance of rigor in the classroom. Professional development has focused on building a faculty that openly shares successful lessons using a vertical planning model, allowing our school to build a comprehensive 3rd through 5th grade program in all subject areas. We have cultivated an atmosphere in which teachers are educational risk-takers. The collective result of our professional learning community is a faculty that uses the latest research, age appropriate strategies, and standards based instruction to maximize the learning potential of every student we serve.

Students begin each school year with a "Dream" sheet located in their agendas. This page displays current records of MAP scores, projections for expected growth, discipline, attendance, and reading lexiles. In the hallways, Data Walls are maintained to depict individual student progress following fall, winter, and spring MAP testing cycles. Students understand these scores are reliable predictors of their performance on state testing. The Data Walls are updated three times a year as teachers conference with students. Within each classroom, Data Pyramids can also be found. These pyramids represent each child's current perception of skill mastery and areas of needed growth. These pyramids provide opportunities for authentic conferences between teacher and student. Data notebooks are maintained by the administration and teachers to provide detailed information about individual needs of all students.

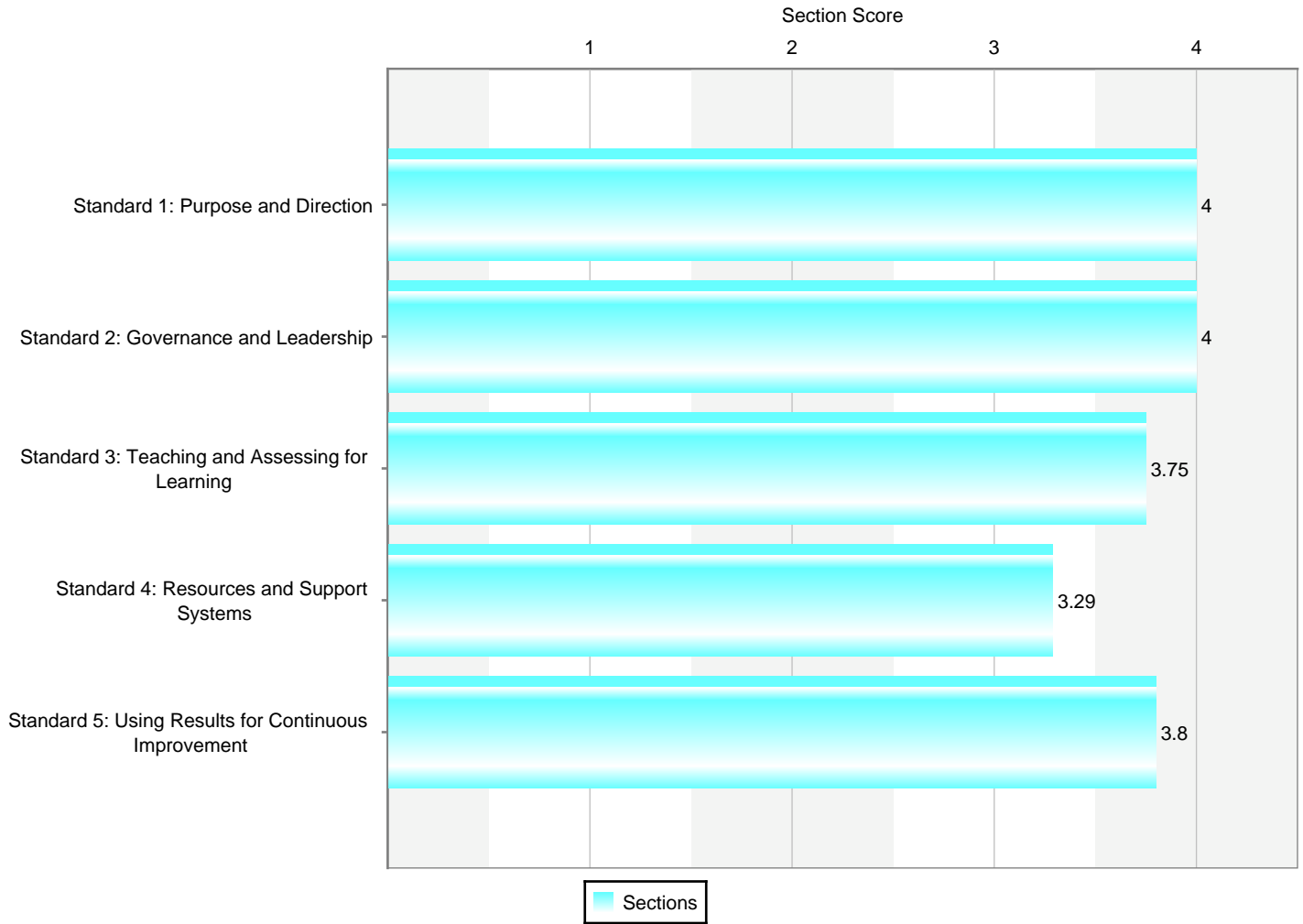
Our school uses summative assessments such as state standardized testing results to build our instructional strategies for the year. We utilize formative assessments such as MAP, Edmentum's Study Island, and interim grades to continually monitor student progress. Analysis results are discussed with and made to stakeholders. Additionally, student conferences and anecdotes provided by current and former teachers supplement our knowledge of individual students, their learning preferences, and strengths and weaknesses. An in-depth analysis

of our total academic program revealed a misalignment between classroom instruction and resource classroom support. We also discovered discrepancies among African-American and ELL students in contrast to the remaining student body. Further analysis revealed additional reading support was needed to bolster success and reading mastery. Our fifth grade resource teacher uses an inclusion model for English Language Arts instruction enabling her to serve students in their classrooms and all fifth grade self-contained students are mainstreamed into regular education English Language Arts classes. Resource instruction now mirrors regular classroom instruction. As a result, to improve academic achievement African American students and our ELL students participate in the Club of Dreamers mentor program, and the Rising Star intervention program throughout the school day as well as after school. We implemented a reading intervention program for third and fourth grade students designed to increase reading mastery. The success of this program has prompted us to introduce this reading intervention program in 5th grade this year. To communicate effectively between home and school, we utilize weekly classroom newsletters, monthly principal newsletters, postcards, conferences, website, school marquee, open house events, homework hotlines, and district news articles. School test data is readily displayed throughout our school for students, staff members, parents, and community members, including an instructional timeline banner listing the strategies we employ to ensure student success throughout the school year.

An area requiring examination is the amount of time providing student assessment data to support staff at our school as compared to the total time utilized reviewing and analyzing student data with the professional staff at Woodruff Elementary. Although non-certified staff members such as custodial staff, cafeteria, office, and classroom assistants are provided school data and it is reviewed with them by administrators at the beginning of the school year during in-services activities, we admit this should be an on-going process during the entire school year. Discussions are underway with administrators and support staff personnel to address this issue while adhering to their restricted work schedule. We believe a resolution will lead to an atmosphere of total inclusiveness and a more complete learning community at Woodruff Elementary School.

## 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	School survey efforts include school generated surveys for parents, state administered surveys for parents, teachers, and students , and AdvancED surveys completed by staff members, parents, and students. Results are analyzed by School Improvement Council members who identify focus areas. We communicate parent results in the principal's monthly newsletter. We made a collective decision to survey parents of third grade students (paper method) as well as 4th/ 5th grade students new to our school because we value their views. We used paper surveys for parents due to lack of internet access.	Principal's Newsletter Principal's Newsletter - AdvancED Results Stakeholder Feedback Worksheet- Woodruff Elementary School Stakeholder analysis and Engagement Process

## 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?

Regarding the AdvancED student surveys administered the area indicating the highest level of satisfaction or approval is the percentage of students that want to learn and do their best work. Students expressed they have high expectations for their own academic performance at Woodruff Elementary. The student responses also indicated they believe that adults in our school sincerely care for them.

Parent survey results reveal similar findings. AdvancED parent survey results reveal that 60% strongly agree and 31% agree that our school's purpose statement is clearly focused on student achievement; respectively. Similarly, 70.8% of our parents strongly agree that high expectations exist for student learning at our school based on the 2014-2015 state administered survey results. A school distributed survey in December, 2014 additionally revealed that 145 respondents strongly agreed that they were proud of the fact that their child attended Woodruff Elementary School.

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

An area that demonstrated a trend toward increasing stakeholder satisfaction focuses on the area of facilities and providing a safe learning environment. Both parents and students believe learning occurs in a clean and well-maintained learning environment. A review of AdvancED surveys reveal that 64.3% of parents strongly agree that WES provides a safe learning environment. Teachers and staff members agree. 95% of school staff responded as feeling safe before and after school hours. 158 parents who participated in our school administered survey agreed that our school maintains a clean facility that is conducive to learning.

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

A three year analysis of parent, staff, and student state survey results are consistent with the belief that our school sets high expectations for academic achievement. These findings are consistent with school administered parent surveys (December, 2014-2015) and AdvancED survey results administered in the spring and fall of 2015.

## Areas in Need of Improvement

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

The areas displaying the lowest satisfaction include the percentage of students who believe their opinions are not considered at school. According to the AdvancED survey results administered in the spring of 2015, 20.11% of students believe that my principal and teachers do not ask me what I think about school, while 60.15% believe they are asked, and 19.74% of the students responded as neutral.

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

Among parents who responded to the state administered survey at the conclusion of the 2013-2014 school year, 78.3% of parents were satisfied with home-school relations. The 2014-2015 state results reveal the percentage of parents satisfied with home school relations was 77%. The state sample population used is fifth grade parents for this survey annually.

Among staff members there is a decreasing satisfaction for support systems. 19% of school staff believe the school or district does not provide for the acquisition and support of technology to support student learning (AdvancED survey, 2015). Additionally, 25% of staff disagree or mostly disagree that computers are utilized efficiently at the school according to the 2014-2015 state administered survey.

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

For student stakeholders the implications regarding the desire to voice their opinions in school issues requires us to examine existing practices regarding student input. Our current method of involving students in school-wide decisions and discussions using our student council program as a vehicle for communication between school and students will be examined to determine the current level of inclusiveness and effectiveness. The results will also require us to explore additional avenues to include students in the decision-making process as it pertains to school programs in addition to the use of our student council program.

The combined parent survey results will require our school members to review methods of current communication between home and school and discuss with parents specific grade level(s), current practices, and areas of concern and how to improve home-school relations. The results are also worthy of a discussion to determine if the perception of the need for improvement regarding home-school relations is related to events, communication from teachers, administrators, office staff, while examining the climate or culture of the school.

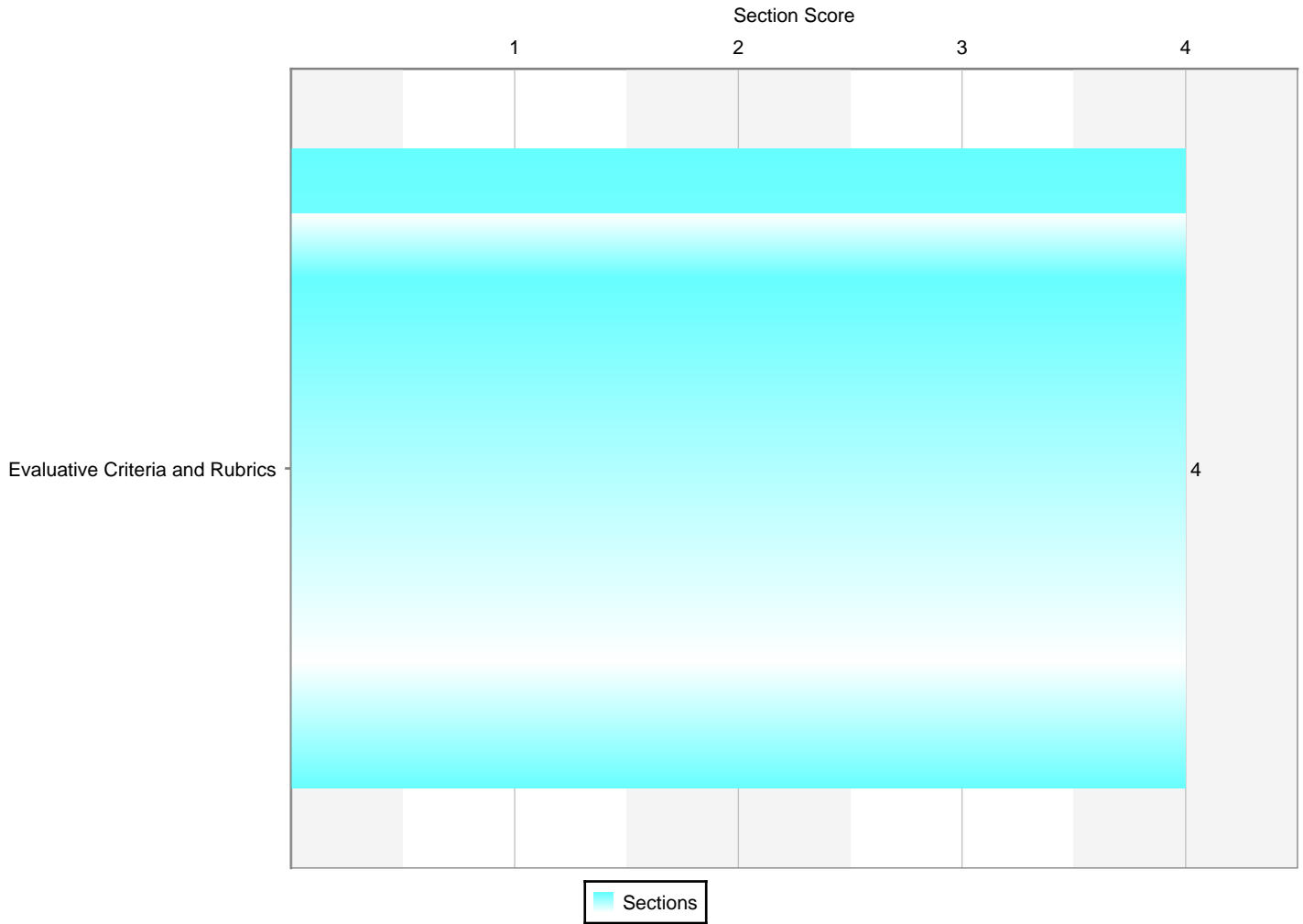
### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

State administered parent survey results from 2013-2014 and 2014-2015 show similar results in the percentage of parents satisfied with home-school relations. Near the conclusion of the 2013-2014 school year 78.3% of parents were satisfied with home-school relations. Near the conclusion of the 2014-2015 school year 77% of parents were satisfied with home-school relations. Both surveys were administered during the spring of the school year.



## 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	All staff members at our school analyze student achievement data at the beginning of each school year to determine academic trends. Academic and intervention programs are designed based on these results. The types of data reviewed and analyzed include spring MAP data from the previous year, PASS (Palmetto Assessment of State Standards) student data in science in social studies for 4th and 5th grade students, state standardized assessment student data (Aspire) for grades 3-5 in reading, writing, English, and math. We also analyze grade level demographic subgroup and standards student data.	Aspire Grade Level Demographics WES PASS Demographics (science & social studies) Aspire Grade Level Standards WES PASS Grade Level and Standards ACT Aspire Student Data WES State Report Card 2015 State Report Card 2014 MAP Reading Winter 2015 MAP Math Winter 2015 Student Performance Data Document MAP Spring 2015

## 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?

Areas above the expected levels of performance by grade level and subject area include:

PASS Science: 4th grade (93.3 % Met versus the state average of 85.3% Met)

PASS Science: 5th grade (85.3% Met versus the state average of 71.4% Met)

ACT Aspire Reading: 4th grade (34.4% Ready or Exceeding versus the state average of 32.8% Ready or Exceeding)

ACT Aspire Reading: 5th grade (46.1% Ready or Exceeding versus the state average of 33.6% Ready or Exceeding)

ACT Aspire Writing: 3rd grade (16.7% Ready or Exceeding versus the state average of 16.2% Ready or Exceeding)

ACT Aspire Writing: 5th grade (17.4% Ready or Exceeding versus the state average of 16.9% Ready or Exceeding)

ACT Aspire English: 3rd grade (66.8 % Ready or Exceeding versus the state average of 65.1% Ready or Exceeding)

ACT Aspire English: 4th grade (68.2% Ready or Exceeding versus the state average of 67.2% Ready or Exceeding)

ACT Aspire English: 5th grade (74.1% Reading or Exceeding versus the state average of 67.6% Ready or Exceeding)

ACT Aspire Math: 4th grade (59.0% Ready or Exceeding versus the state average of 49.4% Ready or Exceeding)

ACT Aspire Math: 5th grade (55.5% Ready or Exceeding versus the state average of 48.2% Ready or Exceeding)

ACT Aspire Science: 4th grade (44.1% Ready or Exceeding versus the state average of 34.6% Ready or Exceeding)

ACT Aspire Science: 5th grade (49.7% Ready or Exceeding versus the state average of 42.9% Ready or Exceeding)

There are several additional areas of notable achievement as it pertains to student achievement and performance at Woodruff Elementary School. In regards to state assessment results our students have performed above the state average in many core subject over the course of six years. For example, during the 2012 and 2014 school years, our students scored above the state average in every subject and in all grade levels. During the 2013 school year we were below the state average in only two subjects, English language arts and science in third grade. Our scores have increased from 2009 to 2014 in all subject areas. For example, third grade writing increased from 59.9% Met to 79.9% Met in 2014. Fourth grade ELA increased from 77.9% Met to 82.1% Met in 2014. Fifth grade Social Studies increased from 79.6% Met in 2009 to 85.3% Met in 2014.

As a result of such significant gains our school has been recognized with several academic distinctions. They include:

Palmetto Gold and Silver (State Recognition)

2013-2014 Palmetto Gold Award for Academic Achievement

2012-2013 Palmetto Gold Award for Academic Achievement

2012-2013 Palmetto Silver Award for Closing the Achievement Gap

2011-2012 Palmetto Gold Award for Academic Achievement

2011-2012 Palmetto Silver Award for Closing the Achievement Gap

2010-2011 Palmetto Silver Award for Academic Achievement

2010-2011 Palmetto Silver Award for Closing the Achievement Gap

2009-2010 Palmetto Silver Award for Academic Achievement

State Report Card Ratings

2013-2014 Absolute Rating: Excellent Growth Rating: Excellent

2012-2013 Absolute Rating: Excellent Growth Rating: Good

2011-2012 Absolute Rating: Excellent Growth Rating: Excellent

2010-2011 Absolute Rating: Excellent Growth Rating: Excellent

SY 2015-2016

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## Accreditation Report

Woodruff Elementary School

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2009-2010 Absolute Rating: Good Growth Rating: Good

Federal ESEA (Elementary and Secondary Education Act) Ratings

2014-2015 94.9 (A)

2013-2014 94.9 (A)

2012-2013 88.1 (B)

2010-2011 Adequate Yearly Progress: No (21 of 23 objective met)

2009-2010 Adequate Yearly Progress: Yes (25 of 25 objectives met)

### State Recognition

During the 2014-2015 school year, our school was selected as a Palmetto's Finest Finalist in the state of South Carolina. Woodruff Elementary was among the top five elementary schools in the state to receive this honor. The South Carolina Association of School Administrators (SCASA) presents the awards each year to schools which offer the best in innovative, effective educational programs.

### National Recognition

National Blue Ribbon School of Excellence-2015 (One of five in South Carolina)

Woodruff Elementary School was among five schools in South Carolina nominated as a National Blue Ribbon School. The National Blue Ribbon Schools program recognizes schools whose students achieve at very high levels or schools that make significant progress in closing the achievement gap. The National Blue Ribbon Schools program sets a standard of excellence for all schools striving for the highest level of student achievement. The US Secretary of Education invites each state Superintendent to nominate those schools that meet the criterion for recognition. South Carolina is allowed to nominate five schools each year to be recognized by this prestigious award. Nominated schools are invited to submit applications for possible recognition as National Blue Ribbon Schools. Winners are announced in the fall of 2015. The winners were honored at an awards ceremony in Washington, D.C., where they received a plaque, banner, and flag for the recognition. These schools also serve as role models for other schools throughout the nation with details of their achievements shared on the U.S. Department of Education's website. We were notified on September 29, 2015 that Woodruff Elementary School was named a National Blue Ribbon School of Excellence. We were recognized as an Exemplary High Performing School. Our principal and a representative from the school traveled to Washington, D.C. in November to accept the award on behalf of our school community.

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

The areas showing a positive trend in performance include English, math, and social studies as evidenced by our state standardized assessment, PASS (Palmetto Assessment of State Standards). Longitudinal assessment data from 2009 through 2015 shows an increase in 3rd grade mathematics in the percentage "Met" from 71% in 2009 to 78% Met in 2015. Fourth grade percent Met improved from 84.6% to 85.9% in 2009 and 2015 respectively. Fifth grade percent Met was 87.7 in 2009 and increased to 88% by the spring of 2015. During this 6 year time span all grade level mathematics scores at our school were above the state average. In English, the percentage of third grade students identified as "Met" was 76.5, 1.5 percentage points below the state average. At the conclusion of the 2015 school year the percentage increased to 79.3. In 2009, fourth grade had 77.9% Met and increase the percentage Met to 82.1 in 2015. During this time frame, fourth grade classes were below the state average during only one testing cycle, the 2009-2010 school year, by one tenth of a point. Fifth grade students were also above the state average and saw an increase in the percentage Met from 2009 through 2015, increasing from

## Accreditation Report

Woodruff Elementary School

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83.8% to 86.5% Met. Third grade classes were below the state average on 3 occasions during this same time frame. In social studies state standardized testing for all grade levels demonstrated gains as well. The results are below:

Third grade in 2009 with 72.3% Met versus 84.2% Met in 2014.

Fourth grade in 2009 with 79.8% Met versus 94.1 % Met in 2014.

Fifth grade in 2009 with 79.6% Met versus 85.1 in 2014.

The testing population averaged 190 students in grades three, four, and five. Our school poverty index rate averaged 75% during this testing period. Beginning with the 2015-2016 school year, our state adopted a new assessment, ACT Aspire. This year we received baseline data and at present have no comparative data.

### Which area(s) indicate the overall highest performance?

The areas demonstrating the greatest overall highest performance include English, science, and Social Studies. A display of yearly data is found below: (Percent Met)

ELA	2009	2010	2011	2012	2013	2014	2015
3rd	76.5	75.3	82.0	82.9	82.3	79.3	NA
4th	77.9	75.5	81.6	84.6	84.2	82.1	NA
5th	83.8	81.4	82.3	88.8	90.5	86.5	NA

Science	2009	2010	2011	2012	2013	2014	2015
3rd	59.8	54.5	59.8	62.0	67.3	69.7	63.5
4th	65.4	75.9	84.8	83.0	79.4	80	79.5
5th	66.7	66.7	72.2	84.8	83.9	73.7	75.4

#### Social Studies

	2009	2010	2011	2012	2013	2014	2015
3rd	72.3	69.9	78.7	79.2	85.6	84.2	77.2
4th	79.8	80.7	87.9	91	87.6	94.1	93.3
5th	79.6	77.5	83.2	82.6	85.4	94.1	85.3







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

The subgroup demonstrating a trend toward increasing performance is our students with disabilities. This analysis is supported by 2013-2014 and 2014-2015 state standardized test data. For example, on our English Language Arts PASS assessment, 56.3% of our students with disabilities met standard while 38% of students with disabilities state-wide met standard in fifth grade classrooms. In English language arts 69.4% of fifth grade students met standard compared to the state's 46.6%. School-wide math results show similar success. Our students were 32.7% above the state average.

We attribute these significant gains to our focus on closing the achievement gap. As we analyzed achievement data for this subgroup, we discovered a misalignment between classroom instruction and resource classroom support. To remedy this, resource classroom support now mirrors regular education classroom instruction. The addition of Scholastic's READ 180 reading intervention program provided a focused reading remediation for our students with disabilities in 3rd and 4th grade. To provide our 5th grade students with disabilities with a less restrictive environment, the resource teacher began using an inclusion model during English Language Arts instruction. In addition, our self-contained students in 5th grade are mainstreamed 50 minutes a day in a regular Language Arts classroom. Further support is provided by our Rising Star remediation program, which focuses on mathematics and English Language Arts instruction. We believe these intervention strategies have provided our student with disabilities additional academic success. Finally, our fine arts department (Arts, music, and physical education teachers) align their classroom instruction with academic standards taught in the regular education classroom for the purpose of developing schema for content subjects which enable students to make personal connections across subject areas.

Our instructional methods are aligned with developmentally appropriate best educational practices. Our teaching staff represent professionals certified in Elementary and Early Childhood education, who utilize current research tailored to the specific needs of our students. Our curriculum is closely aligned with the College and Career Readiness Standards. Instructional tools include an integrated approach to English/Language Arts, writing, and social studies standards. Mathematics instructional tools include, Math for Today, Core Bites, and Everyday Math.

Differentiated instruction is a core component of daily classroom instruction. Teachers depend on a variety of formal and informal assessments. They use these assessments to adjust to students' levels and abilities. Teachers utilize one on one instruction, small/whole group instruction, self-pacing activities, independent practice, designed grouping practice, and peer tutoring. Writing and research projects are displayed on teacher walls and in the hallways to bolster student self-efficacy. Our stellar academic achievement is proof that our students are engaged in learning. Teachers provide an environment of high expectations for all students along with a rigorous curriculum that inspires greatness, especially among our students with disabilities.

In terms of PASS mean scale scores we have observed a steady increase in student results over the past 3 years. Please refer to the chart below citing scale score results in English language arts, mathematics, science, and social students for our students with disabilities subgroup:

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2012

ELA Mean-623.3    Math Mean-610.7    Science Mean-597.5    Social Studies Mean-609.4

2013

ELA Mean-615.6    Math Mean-607.5    Science Mean-584.2    Social Studies Mean-612.9

2014

ELA Mean-611.9    Math Mean-623.3    Science Mean-597.1    Social Studies Mean-628.2

The "Met" performance level for the PASS assessment is 600.

The chart below displays the percentage met for our students with disabilities as compared with the state averages:

2010-2011 (% Met)

Writing    WES    State    % Above

Grade

3        NA        NA        NA

4        NA        NA        NA

5        20        25.7     5.7

ELA

3        25        23.4     1.6

4        34.2     27.4     6.8

5        47.2     34.6     12.6

Math

3        25        20.5     4.5

4        18.4     33.3     -14.9

5        38.9     25.9     13

Science

3        26.7     25.1     1.6

4        44.7     35.6     9.1

5        30        25.8     4.2

Social Studies

3        50        34.2     15.8

4        50        39.3     10.7

5        31.3     26.6     4.7

2011-2012

Writing    WES    State    % Above

Grade

3        NA        NA        NA

4        NA        NA        NA

5        28.1     22.3     5.8

ELA

3        26.8     21.6     5.2

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4	37.5	26.3	11.2
---	------	------	------

5	41.9	32.1	9.8
---	------	------	-----

## Math

3	22	22.9	-0.9
---	----	------	------

4	41.7	29.3	12.4
---	------	------	------

5	32.3	27.5	4.8
---	------	------	-----

## Science

3	16.7	24.6	-7.9
---	------	------	------

4	54.2	37.9	16.3
---	------	------	------

5	50	31	19
---	----	----	----

## Social Studies

3	15.8	33.4	-17.6
---	------	------	-------

4	29.2	42.4	-13.2
---	------	------	-------

5	30.8	26.1	4.7
---	------	------	-----

## 2012-2013

### Writing WES State % Above

#### Grade

3	14.8	20.9	-6.1
---	------	------	------

4	27.6	24.7	2.9
---	------	------	-----

5	23.8	22.1	1.7
---	------	------	-----

#### ELA

3	28	26.6	-6.1
---	----	------	------

4	29	27.7	1.3
---	----	------	-----

5	55	37.2	17.8
---	----	------	------

#### Math

3	16	19.6	-3.6
---	----	------	------

4	29	31	-2.2
---	----	----	------

5	30	4.3	4.3
---	----	-----	-----

#### Science

3	25	30.5	-5.5
---	----	------	------

4	29	35	-6
---	----	----	----

5	NA	32.7	NA
---	----	------	----

#### Social Studies

3	NA	37.9	NA
---	----	------	----

4	45.2	40.8	4.4
---	------	------	-----

5	30.8	25.2	5.6
---	------	------	-----

## 2013-2014

### Writing WES State % Above

#### Grade

3	46.5	42.5	4
---	------	------	---

4	36.7	36.7	0
---	------	------	---

5	56.3	38	18.3
---	------	----	------

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### ELA

3	48.8	44.2	4.6
4	48.4	37.7	-2.2
5	69.4	46.6	22.8

### Math

3	53.5	40.1	13.4
4	48.4	40.5	7.9
5	69.4	36.7	32.7

### Science

3	30	36.8	-6.85
4	40.6	37.1	3.5
5	42.3	31.4	10.9

### Social Studies

3	60.9	52.2	8.7
4	68.8	59.9	8.9
5	52.2	36.8	15.4

### 2014-2015

#### Writing WES State % Above

##### Grade

3	0.0	5.4	-5.4
4	0.0	5.3	-5.3
5	0.0	4.4	-4.4

### English

3	9.6	33.9	-24.3
4	37.5	29.6	7.9
5	36.0	27.8	8.2

### Math

3	22.2	30.5	-8.3
4	28.1	21.8	6.3
5	24.0	17.4	6.6

### Reading

3	11.1	10.8	0.3
4	9.4	8.7	0.7
5	8.0	6.8	1.2

### Between which subgroups is the achievement gap closing?

The achievement gap is closing between males and females at Woodruff Elementary School particularly in the subjects in math and science as evidenced by the 2015 Aspire test results.

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

There are several areas of notable achievement as it pertains to student achievement and performance at Woodruff Elementary School. In regards to state assessment results our students have performed above the state average in many core subject over the course of six years. For example, during the 2012 and 2014 school years, our students scored above the state average in every subject and in all grade levels. During the 2013 school year we were below the state average in only two subjects, English language arts and science in third grade. Our scores have increased from 2009 to 2014 in all subject areas. For example, third grade writing increased from 59.9% Met to 79.9% Met in 2014. Fourth grade ELA increased from 77.9% Met to 82.1% Met in 2014. Fifth grade Social Studies increased from 79.6% Met in 2009 to 85.3% Met in 2014.

As a result of such significant gains our school has been recognized with several academic distinctions. They include:

Palmetto Gold and Silver (State Recognition)

2013-2014 Palmetto Gold Award for Academic Achievement

2012-2013 Palmetto Gold Award for Academic Achievement

2012-2013 Palmetto Silver Award for Closing the Achievement Gap

2011-2012 Palmetto Gold Award for Academic Achievement

2011-2012 Palmetto Silver Award for Closing the Achievement Gap

2010-2011 Palmetto Silver Award for Academic Achievement

2010-2011 Palmetto Silver Award for Closing the Achievement Gap

2009-2010 Palmetto Silver Award for Academic Achievement

State Report Card Ratings

2013-2014 Absolute Rating: Excellent Growth Rating: Excellent

2012-2013 Absolute Rating: Excellent Growth Rating: Good

2011-2012 Absolute Rating: Excellent Growth Rating: Excellent

2010-2011 Absolute Rating: Excellent Growth Rating: Excellent

2009-2010 Absolute Rating: Good Growth Rating: Good

Federal ESEA (Elementary and Secondary Education Act) Ratings

2014-2015 94.9 (A)

2013-2014 94.9 (A)

2012-2013 88.1 (B)

2010-2011 Adequate Yearly Progress: No (21 of 23 objective met)

2009-2010 Adequate Yearly Progress: Yes (25 of 25 objectives met)

State Recognition

During the 2014-2015 school year, our school was selected as a Palmetto's Finest Finalist in the state of South Carolina. Woodruff Elementary was among the top five elementary schools in the state to receive this honor. The South Carolina Association of School Administrators (SCASA) presents the awards each year to schools which offer the best in innovative, effective educational programs.

National Recognition

National Blue Ribbon School of Excellence-2015 (One of five in South Carolina)

Woodruff Elementary School was among five schools in South Carolina nominated as a National Blue Ribbon School. The National Blue Ribbon Schools program recognizes schools whose students achieve at very high levels or schools that make significant progress in closing

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the achievement gap. The National Blue Ribbon Schools program sets a standard of excellence for all schools striving for the highest level of student achievement. The US Secretary of Education invites each state Superintendent to nominate those schools that meet the criterion for recognition. South Carolina is allowed to nominate five schools each year to be recognized by this prestigious award. Nominated schools are invited to submit applications for possible recognition as National Blue Ribbon Schools. Winners are announced in the fall of 2015. The winners were honored at an awards ceremony in Washington, D.C., where they received a plaque, banner, and flag for the recognition. These schools also serve as role models for other schools throughout the nation with details of their achievements shared on the U.S. Department of Education's website. We were notified on September 29, 2015 that Woodruff Elementary School was named a National Blue Ribbon School of Excellence. We were recognized as an Exemplary High Performing School. Our principal and a representative from the school traveled to Washington, D.C. in November to accept the award on behalf of our school community.

State report card subgroup performance results and state standardized test results that identify the percentages of students "Met" are consistent with MAP data analysis conducted by our staff and administrative team. We began tracking student MAP data six years ago and following each MAP testing cycle post results on our school hallway data boards and War Room data board. These projections give us a clear picture of potential standardized outcomes for our students. We conduct MAP tests three times a year. We test in the fall, during the winter, and in the spring. The results are posted in percentages "Not Met", "Met", and "Exemplary" on our hallway data boards as each child's identifier (student names are not published) is placed in his/her respective performance category. We also post percentages in our War Room for students identified by subgroups as "Not Met" reflective of student MAP testing performances. Over the course of our six year MAP analysis approach, we have found a strong correlation between school and individual performance on our state assessment, PASS and individual MAP performance.

## Areas in Need of Improvement

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

ACT Aspire Reading: Grade 3 (26.6% Ready and Exceeding versus 31.8% Ready and Exceeding for the state)

ACT Aspire Writing: Grade 4 (17.8% Ready and Exceeding versus 18.7% Ready and Exceeding for the state)

ACT Aspire Mathematics: Grade 3 (57.1% Ready and Exceeding versus 58.0% Ready and Exceeding for the state)

ACT Aspire Science: Grade 3 (26.1% Ready and Exceeding versus 32.7% Ready and Exceeding for the state)

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

Several data sources indicate third grade displays a negative trend in student standardized test performance. Three areas are below the state average of performance. They include reading, mathematics, and science. Reading is -5.2 percentage points below the state average, math is .9% below the state average, while science is -6.6 percentage points below the state average.

### Which area(s) indicate the overall lowest performance?

Third grade reading is below the state average for the 2014-2015 school year. We are 5.2 percentage points below the state average as indicated by the ACT Aspire assessment. On the ELA PASS assessment in the school year ending 2013-2014 we were above the state average by 0.4%. The gains are significantly higher in fourth and fifth grades. Literacy plans are currently being implemented in third grade to increase student performance in reading including third grade teachers participating in workshops with our Reading Coach, conducting peer observations with their colleagues, engaging in vertical articulation with Woodruff Primary School to diagnose reading practices of rising third grade students, and the administration of periodic reading diagnostic assessments to determine the reading comprehension and fluency of our third grade students.

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

Beginning with the 2014-2015 school year, our state adopted a new standardized assessment, ACT Aspire. Prior to the administration of the Aspire assessment, our state participated in the PASS student assessment. During the administration of the PASS assessments our Hispanic population displayed success as measured by the percentage of students categorized as "Met and Exemplary". For example, during the 2013-2014 administration, 79% of our Hispanic subgroup of students met standard in English language arts, 86% met standard in mathematics, and 83.2% met standard in writing. With the administration of the new assessment, ACT Aspire, our Hispanic students demonstrated the sharpest decrease in performance as compared to our other subgroups particularly in the area of English language arts and writing. The percentage categorized as "Ready and Exceeding" for each testing area appears below:

3rd English Language Arts - Hispanic - 70%

4th English Language Arts - Hispanic - 37.5%

5th English Language Arts - Hispanic - 50.0%



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3rd Mathematics - Hispanic - 80.0%

4th Mathematics - Hispanic - 56.3%

5th Mathematics - Hispanic - 50.0%

3rd Reading - Hispanic - 10%

4th Reading - Hispanic - 12.5%

5th Reading - Hispanic - 31.3%

3rd Writing - Hispanic - 10.0%

4th Writing - Hispanic - 20%

5th Writing - Hispanic - 6.3%

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

Based on 2014-2015 state standardized achievement data females and disabled students show the greatest achievement gap in numerous content subject areas. Our analysis reveals that our female subgroup population achieved the greatest gains in seven content areas across all grade levels. The same subgroup placed second in gains in six content areas across grade levels. Comparative data between females and students with disabilities is below:

#### Aspire 2014-2015

3rd Grade English language arts: 74.4% Females Ready or Exceeding vs 29.6% Disabled

3rd Grade Mathematics: 70.5% Females Ready or Exceeding vs 22.2% Disabled

3rd Grade Reading: 38.5% Females Ready or Exceeding vs 11.1% Disabled

3rd Grade Writing: 21.3% Females Ready or Exceeding vs 0.0% Disabled

4th Grade English language arts: 71.4% Females Ready or Exceeding vs 37.5% Disabled

4th Grade Mathematics: 65.3% Females Ready or Exceeding vs 28.1% Disabled

4th Grade Reading: 43.9% Females Ready or Exceeding vs 9.4% Disabled

4th Grade Writing: 27.4% Females Ready or Exceeding vs 0.0% Disabled

5th Grade English language arts: 87.8% Females Ready or Exceeding vs 36.0% Disabled

5th Grade Mathematics: 58.6% Females Ready or Exceeding vs 24.0% Disabled

5th Grade Reading: 57.6% Females Ready or Exceeding vs 8.0% Disabled

5th Grade Writing: 25.3% Females Ready or Exceeding vs 0.0% Disabled.

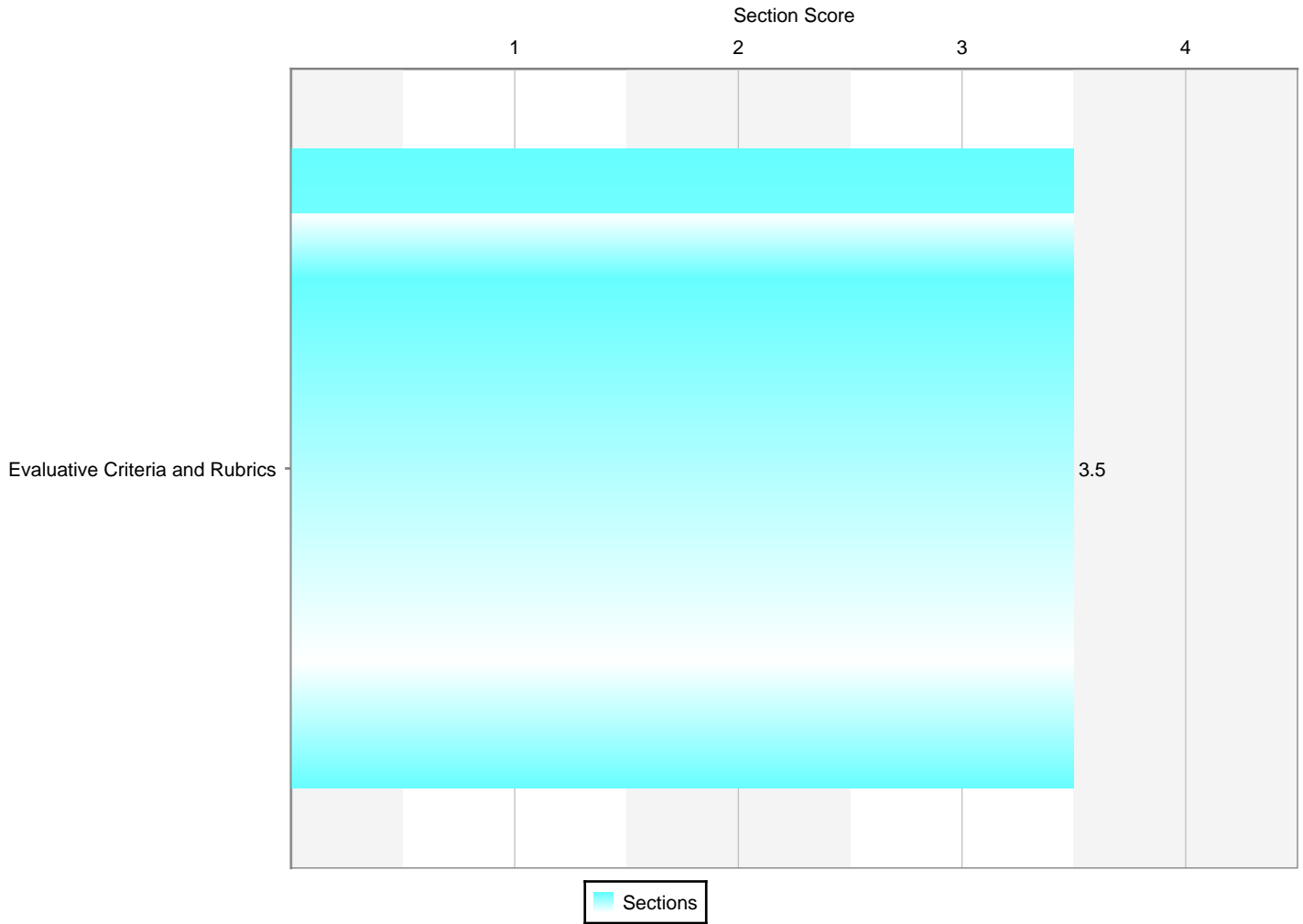
### Which of the above reported findings are consistent with findings from other data sources?

State Demographic and Standards grade level data from both state assessments (PASS and ACT Aspire) are consistent with MAP testing results conducted at Woodruff Elementary School. As we track student performance following each MAP testing cycle, we find the largest percentage of students who require additional academic assistance are those students who are identified as "Not Met" based on end of test results. Our identification of students for our spring After-School Focus Program, READ 180 intervention program, and Rising Star academic assistance program support the findings of state assessment data.



## Report Summary

### Scores By Section



# **AdvancED Assurances**

## **Introduction**

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

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

**AdvancED Assurances**

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

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

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

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	Woodruff Elementary School Renewal Plan is attached.	Woodruff Elementary School Renewal Plan