



Warsaw Community Schools Summary

The intention of this report is to set out the main findings derived from Quality Reviews of nine schools in the School Corporation of Warsaw, Indiana. The schools reviewed included four elementary schools, two middle schools, two schools catering for high school age students (including an area career center) and an Alternative Education Center. The four remaining elementary schools within the Corporation completed a Self-Evaluation process. These schools were allocated half a day each to work with a Cambridge consultant to discuss the Self-Evaluation documentation and set priorities for action. Findings from these four schools are not included in the meta-analysis.

This report is compiled for Orthoworx and is intended as an overview of the quality of education provided in the Corporation schools. The report includes an average score for each of the six strands and sub-criteria so that strengths and weaknesses are more clearly visible.

Information was gathered from a range of different sources, including student test and assessment data, school improvement plans, curriculum planning, lesson observations, students' work, attendance and behavior data and a range of other documentation relating to student growth and progress. School's were also asked to complete a self-evaluation form in which they articulated their perception of the school's strengths and weaknesses and where they evaluated themselves to be on the rubric judgments. During the review process interviews were conducted with principals and deans, school leadership teams, students, teachers, parents and other stakeholders.

School reviews reported findings under the following criteria strand headings:

- Domain 1: Progress and Student Achievement
- Domain 2: Quality of Learning, Teaching and Assessment for Learning
- Domain 3: Curriculum Provide and Experienced
- Domain 4: Leadership, Management and Accountability
- Domain 5: School Culture and Personal Development
- Domain 6: Partnerships with Parents, Guardians and the Community

Each strand received an overall evaluation grade from the following possible outcomes:

Grade	Criteria Strand Judgments
4	Exemplary
3	Established
2	Requires support in targeted areas
1	Requires intensive school wide support

Domain 1: Progress and Student Achievement	
	The extent to which...
1.1	The school's academic achievement has improved over the past three years. Schools implement equity principles by carefully monitoring the progress of all groups of students.
1.2	The school's results on standardized tests compare positively with national (where available), state and Corporation averages.
1.3	All of the school's students, regardless of current ability or progress to date, make at least expected, measurable progress in each class, grade and subject during their time at the school. Such progress is well understood through analysis of both formative and summative assessments.
1.4	The school addresses the specialized needs of students, including all subgroups, by gender, ethnicity and social/economic disadvantage and by program designation.
1.5	The achievement gaps among different demographic groups are being closed over time
1.6	The school sets challenging goals, with interim benchmarks, to ensure that students are on course to meet or exceed expectations. Goals and benchmark targets are well understood by students, families, and teachers.

School	1.1	1.2	1.3	1.4	1.5	1.6	Overall
Washington Elementary	3	3	3	3	3	2	3
Lincoln Elementary	4	4	2	3	3	2	3
Leesburg Elementary	3	3	2	2	3	2	2
Madison Elementary	2	2	2	2	2	2	2
Edgewood Middle	2	3	2	2	3	2	2
Lakeview Middle	2	2	2	2	2	2	2
Warsaw Community HS	2	2	2	2	2	2	2
Warsaw Area Career Center	2	2	3	2	2	2	2
Warsaw Alternative Education Center	2	1	2	2	2	2	2

Domain 2: Quality of Learning, Teaching and Assessment for Learning	
The extent to which...	
2.1	Teachers plan lessons that have learning objectives that are measurable, shared with and well-understood by students, and are referenced throughout lessons.
2.2	Teachers effectively motivate students in their learning with students demonstrating high levels of engagement and time on task. Students engage in rigorous lessons that provide challenges that stretch and encourage them to achieve new learning levels.
2.3	Teachers prepare students for future levels of learning (secondary, college and careers) by providing opportunities for them to become independent learners, critical thinkers, and thoughtful problem solvers, prepared to take risks as they learn.
2.4	Teachers provide students with frequent opportunities to take part in collaborative work and to participate in learning focused teams.
2.5	Teachers use effective questioning strategies to promote critical thinking and problem solving skills.
2.6	Teachers incorporate a variety of technologies in their strategies to provide learning opportunities that take advantage of learning resources within and beyond the school site. School use of these technologies reduces the divide that may exist with varying levels of access that exists among students' homes or communities.
2.7	Teachers differentiate instruction and integrate linguistic, literacy and culturally appropriate strategies to address multiple and varied student learning needs, modes, and levels of progress. All students are engaged in ways that positively impact learning.
2.8	Teachers make use of a wide array of assessment data from multiple sources to plan instruction, guide student grouping, making adjustments to learning and teaching and to target interventions.
2.9	Teachers use their knowledge and understanding of subject matter content being taught to provide instruction that challenges students, encourages student engagement, and develops critical thinking skills at appropriate levels.
2.10	Teachers involve students in the practice of reflection in and assessment and analysis of their own work. These abilities promote students to set their own challenging and achievable goals.
2.11	Teachers are accountable for the learning and welfare of the students in their classes.

School	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	Overall
Washington Elementary	1	3	3	3	2	3	3	3	3	2	3	3
Lincoln Elementary	2	2	2	3	2	2	2	2	2	2	2	2
Leesburg Elementary	2	3	2	2	2	3	2	3	2	2	3	2
Madison Elementary	1	2	2	3	2	3	2	2	2	2	2	2
Edgewood Middle	2	2	3	3	2	3	2	3	2	2	3	2
Lakeview Middle	2	2	2	2	2	3	2	2	3	2	3	2
Warsaw Community HS	2	2	2	3	2	2	2	2	2	2	2	2
Warsaw Area Career Center	2	2	2	2	2	3	2	2	2	2	2	2
Warsaw Alternative Ed Center	2	2	2	3	2	3	2	2	2	2	3	2

Domain 4

Domain 4: Leadership, Management and Accountability	
The extent to which...	
4.1	School leaders communicate a clear strategic vision for the school including a continuous improvement pathway to achieve it. High expectations are matched with long term goals and short term benchmarks.
4.2	School leaders demonstrate a commitment to equity in communicating a vision for accelerated learning for struggling students and under-performing groups of students.
4.3	School leaders monitor the school’s progress in meeting its long-term goals by using timelines and interim benchmarks to mark progress.
4.4	School leaders measure the effectiveness of learning and teaching through observations of lessons, analysis of student work, and the collaborative review of planning.
4.5	School leaders collect and analyze data to monitor student and teacher outcomes.
4.6	School leaders create and implement policies and practices that enable the school to run smoothly and to provide a climate conducive to learning
4.7	The school’s master schedule/daily schedule is driven by data and is strategically structured and adjusted to support student learning needs across a suitably wide range of learning areas.
4.8	School leaders ensure that all students are given opportunities to develop skills’ knowledge and understanding in all of the required subjects at all of the designated grade levels.
4.9	School leaders organize time, people and resources that are consistently aligned to strategic plans and goals and to priority areas identified in the school improvement plan.
4.10	School leaders create opportunities for professional development in response to the needs of individual teachers and the school making sure that professional learning is embedded in work practice.
4.11	School leaders provide opportunities for staff to meet together to modify the curriculum and lessons in response to emerging performance data and the needs of the students.
4.12	School leaders develop and provide coaches and instructional experts to support staff and to maximize the learning of the students

School	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10	4.11	4.8	Overall
Washington Elementary	3	3	2	2	3	4	3	3	3	3	3	3	3
Lincoln Elementary	2	3	2	3	3	3	2	2	2	3	2	3	3
Leesburg Elementary	2	3	2	3	2	3	2	2	2	2	3	3	2
Madison Elementary	3	3	2	2	2	3	2	2	3	3	2	3	2
Edgewood Middle	3	3	2	2	3	4	3	3	3	2	3	3	3
Lakeview Middle	2	3	2	2	2	3	3	3	3	2	3	3	3
Warsaw Community HS	2	3	2	2	2	3	2	3	2	2	2	2	2
Warsaw Area Career Center	3	2	3	3	3	3	2	2	2	2	3	2	3
Warsaw Alternative Ed Center	3	3	2	2	3	3	3	2	3	3	2	3	3

Domain 5: School Culture and Personal Development	
The extent to which...	
5.1	The school provides a learning environment that is safe, respectful, and welcoming.
5.2	The school holds staff accountable for making teaching areas and hallways attractive and stimulating environments that validate and celebrate effective student learning.
5.3	The school learning environment encourages high academic and personal expectations by posting rubrics, grade expectations and exemplary work so that students know what is expected to raise their levels of achievement.
5.4	The school supports mutual respect and positive relationships among the members of the school community. Equality of opportunity, understanding of cultural diversity and an appreciation of the personal dignity of all is evident at the school.
5.5	The school establishes routines with disciplinary expectations and consequences clearly defined, communicated and understood by students, teachers and parents.
5.6	The school promotes a collective responsibility among staff, parents and students to develop positive attitudes toward learning.
5.7	The school creates opportunities for students to work collaboratively, show initiative, take responsibility and contribute within the school and the wider community.
5.8	The school implements measures to promote good attendance and eliminate frequency of truancy and tardiness.

School	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	Overall
Washington Elementary	4	2	2	3	4	3	3	3	3
Lincoln Elementary	4	3	2	2	3	3	3	3	3
Leesburg Elementary	4	3	2	3	4	3	3	4	3
Madison Elementary	4	3	2	3	3	3	3	3	3
Edgewood Middle	4	3	2	3	3	3	3	3	3
Lakeview Middle	4	3	2	3	3	3	3	3	3
Warsaw Community HS	4	2	2	3	3	3	3	3	3
Warsaw Area Career Center	3	2	3	3	3	3	3	3	3
Warsaw Alternative Ed Center	3	3	2	3	3	3	2	3	3
	34	24	19	26	29	27	26	31	

Domain 6: Partnership with parents, guardians and the community	
	The extent to which...
6.1	The school leaders and teachers place a high priority on regularly communicating with parents and guardians to build collaborative relationships and engage them as partners in their child’s learning. Home languages are used whenever possible to make sure all families are engaged.
6.2	Teachers routinely provide information for parents and guardians about the academic and social progress of students, expectations of standards, areas for improvement and potential pathways to college and future careers.
6.3	The school encourages parents and guardians to advocate for their children and to contribute positively to the development of the school as a learning community
6.4	The school creates opportunities to celebrate student achievements with parents and guardians and the broader community
6.5	Parents, guardians and families are encouraged to participate in the decision-making processes within the school.
6.6	The school provides frequent opportunities to celebrate, with students and parents, the social and cultural diversity of the community
6.7	The school creates collaborative partnerships with external agencies and community groups to support the academic and personal development of the students

School	6.1	6.2	6.3	6.4	6.5	6.6	6.7	Overall
Washington Elementary	3	3	3	3	3	2	3	3
Lincoln Elementary	2	2	2	2	2	2	3	2
Leesburg Elementary	2	2	2	2	2	2	3	2
Madison Elementary	3	3	3	3	3	2	3	3
Edgewood Middle	3	3	3	3	3	2	3	3
Lakeview Middle	3	3	3	3	2	3	3	3
Warsaw Community HS	3	2	2	3	2	3	3	3
Warsaw Area Career Center	3	3	3	3	4	2	4	3
Warsaw Alternative Ed Center	3	3	3	3	2	2	3	3