

Holy Cross School Assessment Plan (2018-2022)

Gibault Children's Services Mission Statement

Gibault provides life-changing opportunities for children, adults, families, and communities. Gibault operates a comprehensive year-round education program under the name of Holy Cross School.

Holy Cross School Mission and Vision Statements

Mission: Holy Cross School provides each student with opportunities to grow academically, socially, and morally

Vision: To be a progressive, state accredited, learning environment meeting the individual academic, social, and moral needs of the students.

School Narrative

Gibault Children's Services, Terre Haute campus, is a residential treatment facility designed to assist children in gaining control of their behavior, so they may reach educational and life success within a less restrictive setting. Gibault operates a comprehensive year-round education program under the name of Holy Cross School. The private, on-grounds school is licensed and accredited by the Indiana Department of Education and Advance Education, Inc.

The majority of students attending Holy Cross School are residents in the state of Indiana and range in ages from 6 to 21. Department of Child Services, Juvenile Probation Departments, and the Indiana Department of Education are the three major referral sources to Gibault, in addition to parents.

Holy Cross School strives to offer a safe and disciplined learning environment to assist children with improved behavioral self-control, positive peer relations, character development and academic achievement to the best of their ability. A small student to staff ratio supports a safe and nurturing environment.

Holy Cross School serves a transient population due to shortening lengths of placement. The average length of placement in 2017 was approximately 8 months. Depending upon the program of placement, length of placement ranged from 5 months to 12 months during 2017. Students present with a wide range of social, emotional and behavioral challenges, as well as mental health needs. Prior to admission to Gibault, a number of students have received limited and inconsistent educational opportunities in a given educational environment for a full school year. Many of the students come to Gibault from detention centers and other treatment facilities, who have often attended multiple schools prior to placement. As such, many students present with academic challenges and a large percentage of Holy Cross students obtain standardized test scores well below their grade level upon enrollment to our school.

Holy Cross K-8 students may receive Title I support services, depending on student needs as established by KTEA-3 admission screening and AimswebPlus admission benchmark scores for the 2018-2019 school year. NWEA assessments replaced AimswebPlus as the measure used for student academic progress effective the 2019-2020 school year.

The main campus school is comprised of a K-12 program. The K-8 program is designed to provide instruction in math, language arts, reading, social studies, and science. In addition, there are specialized educational programs for segments of the student population with behavioral and psychiatric issues that require various degrees of supervision. The high school program is designed to assist each student in attaining a high school diploma. Some students may also pursue a High School Equivalency Diploma (TASC), with team, parent and agency agreement. Teacher lesson plans follow standards identified by the Indiana Department of Education in each core subject.

Gibault education programs are designed to build student success in academics. Each student's achievement is monitored and recorded on a six-week grading cycle with three week progress reports. During the summer, the school operates an eight to nine-week, half-day program, which allows high school students the opportunity to earn additional credits. Students may receive instruction in mathematics and language arts to prepare them for the ISTEP+ and End of Course Assessments (ECA). High school students not taking the graduation examination in the fall are scheduled into classes that meet their graduation requirements.

Holy Cross School services a large special education population that typically ranges from 60% to 80% of the total student body at any one time. The majority of the students that are eligible for special education qualify due to an emotional disability or have more than one designation. Some of the students are eligible for special education due to other health impairment, learning disability, autism spectrum disorder, speech/language impairment or cognitive disabilities. These services are provided through consultation with special education teachers.

School Objectives

Areas of academic growth needs are found across subject areas for many students. A primary goal, detailed in Holy Cross' School Improvement Plan is to assist students in obtaining personal success by making gains in reading and written expression. Prior School Improvement Plans have focused on standard measures (Kaufman Test of Educational Achievement) and statewide assessments (ISTEP+, IREAD3, ECAs) to monitor student growth. Due to the increasing transient population and reduced length of placement, the educational team (administration, teachers, and school psychologist) elected to move from the use of standardized and statewide measures to curriculum based measures to monitor student growth. Effective the 2019-2020 school year, the team moved from AimswebPlus to NWEA assessments to monitor student growth.

Holy Cross School implements a comprehensive assessment system that generates a range of data about student learning and institutional effectiveness and uses the results to guide continuous improvements (Advance Education, Inc. Standard 5 – Using Results for Continuous Improvement, 2017).

Student Learning Outcomes

Within the context of the learning environments students will be exposed to curriculum that provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills (Advance Education, Inc. Standard 3.1 - Teaching and Assessing for Learning, 2017).

Holy Cross School strives to meet students where they are upon enrollment to improve necessary skills and build self-confidence. Students are placed in classrooms based on historical information available regarding their strengths and needs, combined with KTEA-3 screening upon admission. In order to provide students with opportunities for academic and personal growth, the Holy Cross School team has identified specific goals for improvement for all students.

Goal 1. By the winter of the 2019-2020 school year, students who have tested in the fall benchmark will show an average goal of 4 RIT points in reading measured by the NWEA reading test. By the spring of the 2019-2020 school year, students who have tested during fall and winter benchmarks will show an average annual goal of 8 RIT points in reading measured by the NWEA reading test.

Goal 2. Holy Cross Students will improve in writing.

Methods of Assessment

Screening All students are administered a brief standardized achievement measure (Kaufman Test of Educational Achievement, 3rd Edition, Brief Form) upon admission to Gibault Children's Services and enrollment at Holy Cross School. Standard scores and grade equivalents are obtained in Letter & Word Recognition, Math Computation and Written Expression. The results of this screening provides classroom teachers with a snapshot of the student's skill profile at the time of admission.

Performance data is shared with teaching staff via email, within a shared spreadsheet and a report summary within the student's educational file. Teachers may access the screening data at any time.

Data is analyzed annually to identify trends related to student skill levels upon admission by academic year for the school as a whole, student grade placement and elementary, middle school and high school groupings. This provides assistance to teacher and administrative staff regarding curriculum needs for students at admission.

Diagnostic Given permission by parents and/or guardians, some students may participate in comprehensive evaluations to identify areas of strength and need. These evaluations may occur to offer diagnostic clarity related to potential learning problems and/or to offer recommendations for intervention. Specific assessments may include cognitive measures (Wechsler Intelligence Scale for Children, 5th Edition, Woodcock-Johnson Tests of Cognitive Ability, 3rd Edition) or achievement measures (Kaufman Test of Educational Achievement, 3rd Edition, Comprehensive Form, Wechsler Individual Achievement Test, 3rd Edition, Woodcock-Johnson Tests of Achievement, 3rd Edition). These assessments are provided when requested and agreed upon to Tier 3 students. Results, with recommendations are compiled in summary reports that are placed in the student's educational file and shared with student, parents/guardians and appropriate teachers.

Progress Monitoring During the 2018-2019 school year, all students were administered tests from AimswebPlus upon admission and during all benchmark windows superseding their admission. Benchmarks were obtained in the fall, winter and spring in the following areas. In math they were tested for number sense fluency, number comparison fluency-triads, mental computation fluency, and concepts and applications. In reading they were

tested for vocabulary, silent reading fluency, reading comprehension, and oral reading fluency.

Teachers could log in to AimswebPlus to see individual student Lexile scores and were given examples of appropriate books for students' levels. There was also data available in the reports to identify skill area deficits, with suggested remediation. Training was provided to teaching staff by Title I teachers after completion of each round of benchmark testing, so that all teachers may access and utilize student data to improve instruction. Prior School Improvement Plans have monitored reading comprehension via Lexile growth. Current growth within AimswebPlus monitored reading comprehension growth via Rate of Improvement points.

Effective the 2019-2020 school year, moving forward, NWEA assessments are used for progress monitoring. NWEA testing is an assessment system that's all about measuring what matters. This collection of purpose-built measures illuminates every student's learning needs, helping teachers to target instruction and administrators to make well-informed system-wide decisions. NWEA testing **measures what students know and informs what they're ready to learn next.** By dynamically adjusting to each student's responses, MAP Growth creates a personalized assessment experience that accurately measures performance. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.

NWEA assessments are given in the following areas of Mathematics: Number Sense, Computation, Operations and Algebraic Thinking, Measurement (Data and Statistics), and Geometry.

NWEA assessments are given in the following areas of Reading Comprehension: Literature (Realistic Fiction and Creative Fiction) and Informational Text (Non-Fiction, History/Humanities, Science and Technology).

NWEA assessments are given to show students Vocabulary Usage and Vocabulary Acquisition Skills.

NWEA assessments are given in the following areas of Language Arts: Spelling, Parts of Speech, Punctuation, Capitalization, Sentence Structure, Clauses, Phrases, and Agreements.

NWEA also provides Lexile Range / Scores of the students.

The monitoring of student progress is completed at regular intervals throughout the school year by teachers.

As part of the Holy Cross School Improvement Plan, teachers administer a writing prompt to all students in the fall, winter and spring. Rubrics are calculated for individual assessment, and all scores are totaled and averaged for school assessment. Students write an essay about a given topic during each benchmark. Holy Cross teachers, across the content areas, then use a 4-point scale rubric to score each essay. Once the scores are tallied, students obtain an individual score for each of the three prompt benchmark assessments. Each Language Art's teacher is given individual student rubric and essay in order to discuss the content to further enhance the student's writing skills. Teachers

monitor growth in scores, in effort to work toward progress on the writing goal, for individual students and the school as a whole. Student's assessment benchmarks are kept in a folder for students' and teachers' personal resource. The Language Art's teachers implement writing practices in the classroom to provide instruction to students who need improvement. Holy Cross School teachers across the content areas implement writing in their classrooms to support writing skills growth.

At least one hour per month is devoted to professional development so that teachers may review individual student data as obtained from curriculum based assessments or NWEA (AimswestPlus 2018-2019 and writing prompts; NWEA 2019-2020). School wide benchmark data are compiled and reviewed bi-annually during scheduled staff development sessions to identify trends related to student growth needs, for the school as a whole, student grade placement and elementary, middle and high school groupings. This data is also reviewed with teachers and administration to assist with curriculum development and information regarding school improvement needs.

Course specific, curriculum based assessments are given in each classroom to identify student growth within the course content.

Outcome State required ISTEP+, IREAD3 and End of Course Assessments are administered to students per state law. Unfortunately the results are often received after students have been discharged, but this provides data regarding Holy Cross School students' skill level compared to other students in Indiana. This data is reviewed annually by teachers and administrative staff.