

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Laura L. LaChance

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Clovercroft Elementary School

(As it should appear in the official records)

School Mailing Address 9336 Clovercroft Road

(If address is P.O. Box, also include street address.)

City Franklin State TN Zip Code+4 (9 digits total) 37067-8128

County Williamson State School Code Number* _____

Telephone 615-472-5170 Fax 615-472-5181

Web site/URL http://www.wcs.edu/cces E-mail laural1@wcs.edu

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Mike Looney E-mail: mike.looney@wcs.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Williamson County Schools Tel. 615-472-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. PJ Mezera
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 24 Elementary schools (includes K-8)
 - 9 Middle/Junior high schools
 - 9 High schools
 - 0 K-12 schools
- 42 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	62	57	119
1	57	67	124
2	65	77	142
3	61	67	128
4	69	74	143
5	67	73	140
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	381	415	796

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 14 % Asian
 - 3 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 7%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	34
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	58
(4) Total number of students in the school as of October 1	796
(5) Total transferred students in row (3) divided by total students in row (4)	0.073
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 3 %
27 Total number ELL
 Number of non-English languages represented: 10
 Specify non-English languages: Japanese, French, Spanish, Farsi, Haitian Creole, Tamil, Korean, Mandarin, Amharic, Telugu
8. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 9

Information for Public Schools Only - Data Provided by the State

The state has reported that 14 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 6 %
51 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>7</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	38
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	97%	98%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Clovercroft's mission is to educate students to achieve academic excellence, empower them to reach their highest potential and inspire them to contribute positively to our community.

PART III – SUMMARY

All members of the Clovercroft Elementary School community work together to achieve our mission: To educate students to achieve academic excellence, empower them to reach their highest potential, and to inspire them to contribute positively to our community.

Our school was born out of a need to alleviate overcrowding in our rapidly growing part of central Williamson County, TN. In August of 2011, families from both Kenrose and Trinity Elementary School communities were brought together to form Clovercroft Elementary School. All stakeholders began building our community with the simple, but important, task of selecting our school colors and mascot. We voted to let the colors green and gold represent us as Clovercroft Colts. August 2011 was a time of great excitement for this neighborhood school -- staff was hired; construction was nearing completion; and families were being registered. We brought our collective talents together and started Clovercroft Elementary School's inaugural year. During the first few months together, we met repeatedly to share our vision and beliefs, thus leading to our mission statement. We continue to embody our mission with our 4-legged stool philosophy or vision. This philosophy supposes that the seat of the stool is the overall education of each child. The four legs each represent a key component to the education of a child – one leg is the teacher, who must use best practice instructional strategies to deliver quality curriculum; the second leg is the parent, who must provide the necessary support at home to ensure every child is ready to learn; the third leg is the child, who must take ownership for his/her own learning, pledging to give his/her absolute best all the time; and the final leg is the school leadership, who must ensure that the teachers, students and parents have what they need to help every child reach their potential. The following is our stalwart focus on our mission utilizing our philosophy and how it has impacted our community.

To educate students to achieve academic excellence...

Clovercroft Elementary School is a K-5 public school serving 797 students in Franklin, Tennessee. At this time, we have three years of state testing completed. Since our first testing year, May of 2012, the test scores of Clovercroft students have ranked among the highest locally and at the state level in various areas of achievement. In fall 2012, as the highest achieving school in the district, we were awarded the Superintendent's Academic Award of Excellence for Achievement. In 2013, we were awarded the Superintendent's Academic Award of Excellence for Growth as the school with the highest growth in the district. In addition, we were awarded the Governor's Reward School Award for both Performance and Progress. These awards from the Governor put Clovercroft in the top 5% of all elementary schools in Tennessee. In 2014, we were awarded the Superintendent's Academic Award of Excellence for both Achievement and Growth. We were also honored to be named a Governor's Reward School for both Performance and Progress – one of only 5 schools in TN to receive both of these rewards two years in a row. In the fall of 2014, after only three full years in existence, Clovercroft was nominated for the National Blue Ribbon award. These accolades are the result of the hard work of our faculty, staff, parents, and students – our 4-legged stool.

To empower them to reach their highest potential...

At Clovercroft, we have high expectations for all students and continually seek targeted strategies and programming to meet the needs of students at all levels. The dedicated teachers and staff plan lessons that follow the TN standards, as well as our county scope and sequence. Teachers use research-based techniques, integrating multiple subjects, in order to best meet the needs of the students they serve. Teams of teachers, academic coaches, Support Services staff, and administration meet monthly to plan the best ways to support the academic strengths and weaknesses of students across all grade levels. Students who qualify for Response to Instruction and Intervention (RtI) Tiers II and III receive support and remediation to meet their needs. Additionally, those who qualify for an Individual Education Plan or a 504 plan receive services based on identified strengths and deficits. Through the help of our teachers, coaches, specialists and assistants, Tier I students receive enrichment or re-teaching during intervention blocks to support their needs. Our students are growing at a faster rate than expected by the state as evidenced in our Tennessee Value-Added Assessment System (TVAAS) scores where we have earned all A's in every subject every year we have been open.

To inspire them to contribute positively to our community...

The students at Clovercroft benefit from the dedication of their teachers and parents, as well as from the community in which they live. It is our mission for students to recognize that they have a responsibility to serve or “give back” to their school or local communities. Students have opportunities to serve in school clubs and PTO sponsored events. We also participate in service learning projects as a school and most recently by grade level. This year each grade chose a local charity or non-profit organization to support throughout the year. A few examples are Boys and Girls Club of Fairview, Happy Tales Humane Society, and the Leukemia/Lymphoma Society. Parents, teachers, and students plan and support projects throughout the year to benefit their organizations. Our service learning projects have been rewarding experiences for all parts of our community and continue to inspire our students to give back.

We are proud of the hard work and dedication that has helped to create the community of learners that is Clovercroft Elementary School. It is through the collective efforts of our teachers, parents, students and staff (our 4-legged stool) that we achieve success in carrying out our mission: To educate students to achieve academic excellence, empower them to reach their highest potential and to inspire them to contribute positively to our community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Clovercroft Elementary School teachers and students work diligently to meet and exceed the expectations of the comprehensive, rigorous, student-centered and relevant curricula developed through the use of Tennessee State Standards and the Williamson County Scope and Sequence. In addition, Clovercroft teachers have adapted the curriculum to follow the Understanding by Design framework. By following this framework, teachers are able to provide instruction that deepens the development of student understanding through the process of planning, teaching and assessing mastery of the curriculum effectively.

Reading/English

The reading/language arts curriculum is rooted in the TN state standards, sequenced by our Williamson County Schools Scope and Sequence. Through our collaborative planning, we have further refined the expectations of the curriculum, utilizing the Understanding by Design framework. Teachers use a plethora of resources to deliver this instruction. These resources include the McGraw-Hill Wonders textbook series, leveled readers, Reading A-Z, Readworks.org, Comprehension Toolkit, Paired Passages, Greek and Latin Roots, Time for Kids, the Phonemic Awareness Curriculum by Heggerty, Social Studies and Science Weekly, BrainPop and the resource warehouse. Another valuable resource in teaching reading is our literacy coach team. Our county has provided us a fulltime literacy coach since we opened in 2011 and this year added an additional part-time literacy coach. They not only provide assistance to the teacher by finding exceptional research-based teaching materials for classroom teachers to use, but come into the classroom and co-teach lessons or work with individual or small groups of students. The curriculum is also enhanced with a character parade, author visits, and integrated reading standards in related arts.

The reading block focuses on the five pillars of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. The lessons begin in whole group, and then break into small groups. Small groups are determined by formative and summative assessments. Teachers use data from the Qualitative Reading Inventory (QRI), Developmental Reading Assessment (DRA), AIMSWeb, and STAR reading to determine areas in need of enrichment or remediation. While teachers are teaching small groups, students follow the Daily 5 framework that provides them with purposeful practice opportunities such as word work, work on writing, partner reading, content area reading, listening stations and independent reading.

Language arts standards are explicitly taught in an additional 30 minute block of time, but are embedded in all subject areas. Teachers follow the Clovercroft writing initiative that builds a consistent writing curriculum throughout the building, using an internally developed graphic organizer system that is differentiated for each grade level. 6 +1 Traits of Writing is a systematic approach also incorporated in writing instruction. A developmental spelling approach is used to address spelling standards, as well as strengthen foundational skills in phonemic awareness and phonics. Spelling instruction is based on the Developmental Spelling Assessment which is given to determine individual spelling needs.

If students are not mastering the standards, not responding to Tier I instruction or are exceeding their mastery of grade-level standards, they will receive 30 minutes of additional remedial or enrichment instruction. Clovercroft teachers utilize every resource possible to meet the needs of the students.

Mathematics:

The mathematics curriculum is rooted in the TN state standards, sequenced by our Williamson County Schools Scope and Sequence. Through our collaborative planning, we have further refined the expectations of the curriculum, utilizing the Understanding by Design framework. Planning with the end in mind ensures that the students master the foundational mathematical skills and concepts. They use these formative assessments, as well as a computation fluency measure, a math applications measure, STAR math and observations to determine students' needs and ultimate mastery of foundational mathematical skills.

Math standards are taught within a 90-minute block. The teacher provides direct instruction of math concepts using manipulatives and pictorial models, as well as the use of tasks for concept application. The

teacher then provides small group instruction that is differentiated for each group. When students are not meeting with the teacher, they are engaged in purposeful, differentiated practice opportunities that build mathematical proficiency and fluency of essential skills. Ten minutes of each 90 minute block is used for fact fluency practice using Kim Sutton's Creative Math Practice.

Many research-based resources and instructional methods are used at Clovercroft. Creative Math, Investigations, Touch Math, Envision, Math Playground and Singapore Math are utilized to provide a multi-modal approach to differentiate mathematical instruction for the students. Our county has provided us with both a full-time and part-time math coach. The math coaches co-teach with classroom teachers, pull students into a small group and provide one-on-one instruction. They also provide teachers with supplemental materials and facilitate research-based trainings.

Technology is also an integral part of our students' mathematical learning experiences. Dreambox, IXL, Wowzers, Khan Academy and other iPad Applications are commonly part of daily instruction. Students are highly motivated and engaged with these individualized forms of practice opportunities, enabling them to master the standards and learn how to problem-solve, analyze, and explain their reasoning.

When students are exceeding the requirements of the standards, teachers provide enrichment activities. Our district-provided, full-time differentiation coach is a resource teachers utilize. She provides higher-level thinking and problem solving tasks through her Kirby Folders. These challenge folders are student-driven and completed at an individual pace with the teacher monitoring. If a student's needs cannot be met within their own grade-level, they may be able to "Walk to Math" to a higher grade level classroom. High achieving students have also participated in Mini Mu Competitions.

The approach to the mathematics curriculum at Clovercroft provides hands-on, high-level, differentiated and rigorous instruction that provides students with the foundational skills necessary for them to grow and succeed.

Science/Social Studies

The science and social studies curriculum are taught explicitly, as well as embedded in math and literacy instruction. The resource warehouse at Clovercroft is stocked with a rich array of leveled social studies and science-based materials and books for teachers to incorporate throughout lessons and units. In science, each grade-level is also supplied with FOSS and district-designed kits to promote hands-on and inquiry-based learning experiences. Students are often given opportunities to conduct lab experiments to develop critical thinking and problem-solving skills. Other instructional materials that both support the science curriculum and incorporate technology include: Science Weekly, Discovery Education, Brain Pop, Kids Discover, and Net trekker. Field trips are also taken to the Tennessee State Museum and the Nashville Science Center.

The social studies curriculum encompasses the study of culture, history, economics, geography and government spiraled throughout the six grade levels. The curriculum addresses specific areas to better equip the students with the skills they need to become productive citizens. Students participate in meaningful real-life experiences, such as Junior Achievement's Biztown, colonial day and market day to emphasize the importance of economics standards. They also attend local field trips to the State Capitol Building, Tennessee State Museum, Walking Tour of Nashville, The Sam Davis Home, and Carnton Plantation/ Carter House. For the past three years, Clovercroft participated in the National Geographic Geography Bee and our school winner has advanced to the state level in each of these years. Teachers utilize resources such as Tennessee Through Time and Social Studies Weekly to provide informational text about historical and current events.

Clovercroft's curriculum can be described as balanced, integrated, relevant and rigorous. Our approach begins with the development and implementation of research-based instructional methods that promote and encourage a love of learning, a desire for deeper understanding and strong foundational skills that will empower each student in life.

2. Other Curriculum Areas:

Clovercroft strives to fulfill the Williamson County vision of becoming a district recognized nationally for educating students who excel in academics, the arts, and athletics. Students at Clovercroft receive instruction in Life Skills, Art, Music, Physical Education, Health, Library, and Computer Technology during forty-five minutes classes. Related Arts teachers appropriately integrate core subjects into their curriculum during these classes and also provide support to grade level teachers through RtI. Art and music classes meet once a week, P.E. and health twice a week, Library and Life Skills once every other week and Computer Technology once every six school days.

The School Counseling Program has created a positive school wide character development program through the 8 Keys of Excellence from Quantum Learning: Integrity, Failure Leads to Success, Speak with Good Purpose, This is It, Commitment, Ownership, Flexibility and Balance. We begin the year by teaching students what it means to choose to Live and Learn Above the Line. This instruction is embedded in all classrooms during our first month of school. Then each month following, we focus on a key of excellence. These are explicitly taught during Life Skills and are reinforced through classroom character education lessons as well as on our morning announcements and in our weekly community meeting, our Colt Corral.

In addition to establishing our school-wide character program, the counselors provide group and individual counseling, leadership opportunities, large group programs and life skills classes. Life skills classes cover topics such as key of the month, personal confidence, friendship skills, conflict resolution, academic success skills, and career awareness and exploration. Students in fourth and fifth grade are given the opportunity to apply for various leadership programs including green team, squeaky clean club, safety patrol and student council. In student council, students develop leadership through experiences; volunteering, service work and school events such as the Veterans' Day Program and daily announcements.

The Art Program provides a positive atmosphere that encourages all students to believe in themselves and live up to their full potential. The standards are taught through units that highlight the elements of art while also integrating skills in core subjects and music. Clovercroft hosts an art show each year showcasing one piece of art from every student that is framed and displayed for the community. Students also consistently have their artwork displayed in the hallways and have the opportunity to design the yearbook cover to allow all students to shine as artists. In addition, the school participates in the Williamson County Art Show at the Frist Art Museum in Nashville and the Williamson County Fine Arts Festival.

Clovercroft's music program is supportive of other academic subjects. Students read lyrics, study the historical and cultural contexts of musical works, use math as a means for time and tempo, and study the science of sound. Additionally, every grade level performs a musical once a year that ties directly to the core curriculum. The music program focuses on performing with an emphasis on singing, playing instruments and reading/notating music through arranging, composing and improvising. Students also have the opportunity to participate in an after-school strings program or a before-school chorus club. The music program at Clovercroft has provided live music for our Book Fair, Art Show, Colt Corral, Veterans' Day Program, and other events.

The Physical Education and Health program integrates all core subjects into their daily curriculum and collaborates with math coaches for the annual Math Night. Clovercroft is currently piloting components of the Michigan Model Health curriculum. Students in kindergarten through second grade are taught standards through the B.A.S.I.C.S. program (Balance, Athletic Movements, Sports/Strength, Eye-Hand Coordination, Catching/Throwing and Skipping Rope) which meets each student at their specific level. Third grade through fifth grade classes focus on taking ownership of a physically active and healthy lifestyle. The P.E. program seeks and receives community support to provide guest speakers for students such as members of the Nashville Predators and former Harlem Globetrotters. In addition, Clovercroft promotes fitness through a variety of events including a boys and girls running club, school wide field day and derby run, and the district designed Walk Across Williamson that engages the school community in getting active and fit.

The library provides access to materials and resources to support the instructional curriculum, as well as encourage a lifelong love of reading. The library provides students with the tools necessary to become

effective users of information. Students are able to check books out on a daily basis. Library lessons are aligned with the school curriculum and ELA standards are included in each lesson plan. Lessons also include research skills, Internet search strategies and library skills necessary for students to become independent users of the library.

The computer technology classes allow students to learn about internet safety through the I Safe. In addition, students practice typing skills by using the Type 2 Learn curriculum. Both of these curricula are used to assist in implementing the school's BYOT (Bring Your Own Technology) program.

Other opportunities for students at Clovercroft include Chinese and Spanish language classes and after school clubs. These clubs include the Coding Club provided by Nissan, Lego club, chess club, and tennis and team sports clubs. Through the related arts curricula and these after school activities, Clovercroft continues to foster the development of the whole child.

3. Instructional Methods and Interventions:

Clovercroft Elementary strives to meet the academic needs of each student. The staff works towards this goal by focusing on best practice methods, most importantly differentiated instruction. Our core instructional method in both reading and math is the 90 minute block. The structure includes a whole group lesson followed by teacher-led small groups while students work on differentiated purposeful practice. The instruction includes teaching foundational skills to mastery and using small group instruction to refine and enrich. Teachers analyze data from state testing data, AIMSweb, STAR reading and math, Developmental Reading Assessment, Qualitative Reading Inventory, teacher made tests, pre-assessments and county benchmark testing to assess the exact levels, strengths and deficits of learners. Staff uses the data to identify classrooms that would benefit from team teaching with Student Support Services, ELL support, and/or math and literacy coaches. Teachers also utilize this information to drive, not only their whole group instruction, but to form the differentiated small groups for both literacy and math blocks. Teachers make use of a variety of grouping models, including small group, partners, flexible skill-based groups, enrichment groups, and whole group. Instruction provided in these groups is differentiated by content, process or product based on student needs.

Clovercroft teachers have access to a book and manipulative warehouse for resources to aid in instruction. The warehouse has leveled book packs and math manipulatives that teachers can check out for use in the classroom. Higher level student needs are met by teachers compacting curriculum and utilizing above-grade level materials. The differentiation coach meets with the gifted population as well as provides support to teachers on differentiated instruction. Student Support Services addresses the learning of students with special needs using Equals Math, Touch Math, Making Connections, Wilson Reading, Foundations, News 2 You and Boardmaker. The use of discrete trials, social stories, behavior intervention plans, daily sheets, daily check in/check out and sensory breaks are strategies we use to ensure the educational needs of every student are being met.

For those students not demonstrating mastery through the instructional core, we utilize a Response to Instruction and Intervention (RtI) model. Our RtI approach includes a designated daily 30 minute block per grade level where students work with a certified teacher. Administrators, instructional coaches, the school psychologist, and teachers work together to analyze data to form Tier II and III groups in literacy, math, and writing. Formal data review is conducted every four and a half weeks. Groups are flexible and change as students' needs change. Students often "Walk to Intervention" to ensure that remediation is targeted to their deficit area. Students in these intervention groups receive research based interventions, including Do the Math by Marilyn Burns, Florida Center for Reading Research activities or the Wonders reading intervention program. At or above level students are pulled into intervention groups with classroom teachers, teaching assistants and related arts teachers to reinforce skills or to provide enrichment. Literacy and math coaches provide additional intervention for Tier III students who need maximum support.

Technology is another tool teachers use as a significant part of their instructional methodology. Every classroom has a Promethean board, ELMO, iPads, digital camera, teacher computer, and student computers. Each grade level also has laptop carts and clickers for students to use. Teachers incorporate technology in

instruction through the use of online video resources and subscriptions. Poll Everywhere, TodaysMeet, Kidblog, Edmodo, and Plickers are used for formative assessment and engagement. Students are able to practice skills using Dreambox, IXL, and Wonders interactive resources. In addition, Williamson County employs a Bring Your Own Technology (BYOT) program that encourages third – fifth grade students to use their own technology or school provided laptops and iPads.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Students at Clovercroft in third, fourth, and fifth grade participate in the Tennessee Comprehensive Assessment Program (TCAP). TCAP is a criterion referenced test administered to students across the state. Students are tested in four areas: Reading/Language Arts, Math, Science and Social Studies. From TCAP, we are able to identify relative strengths and weaknesses across strands in both individual students as well as groups of students. Scores are reported in four categories: advanced, proficient, basic, and below basic. Based on three years of data, Clovercroft has earned all A's on our school report card for all subjects.

Data from 2012, our first year open, demonstrated that 88% of Clovercroft students scored proficient or advanced in the area of reading. That percentage has remained relatively the same across our three years of data, which is significantly higher than the state average of 50% proficient and advanced. Students in third grade have remained consistent with 85% of students scoring in the proficient and advanced range. Fourth grade students have made gains in the area of reading, growing from 86% to 95% proficient and advanced. TCAP scores in fifth grade have made a slight decline across the three years with 90% of students currently scoring in the proficient and advanced category. This is a decrease from the 96% of the 2011-2012 fifth graders scoring proficient and advanced. To address the area of reading, we implement a strong core reading program, utilizing an RtI approach for those not successful in the core. In addition, we offer before school tutoring, summer tutoring, and employ a full-time and a part-time reading coach who work with both students and teachers.

In the area of math, Clovercroft students have grown from 88% in the proficient and advanced category, to 94% in this category in the three years we have data. By analyzing math TCAP data, a large increase in student proficiency levels is evident. The largest gain can be found in fifth grade with 97% of students currently scoring in the proficient and advanced range. This is a sharp increase from the 87% reported in this same category in 2012. There are many factors which we attribute to this school-wide increase. Our full-time and part-time math coaches play an integral role as they team teach with teachers as well as work with small groups of students. In addition, our coaches also provide research-based resources to teachers for use in the classroom. In addition, during the last two years our math coach has conducted professional development and team teaching to demonstrate a more effective use of the 90 minute math block. While Clovercroft has a diverse student population, there are only two subgroups that meet the percentage requirement for reporting data, Asian and White students. In 2014, 100% of our Asian students scored proficient and advanced on TCAP in the area of Reading, up from 90% the year prior. White students also grew in reading from 88% scoring proficient and advanced in 2012 to 95% in 2014. In the area of math, Asian students made significant gains, increasing proficiency levels from 89% to 100% of students scoring in the proficient and advanced range. White students also made gains growing from 89% to 94% proficient and advanced.

Although we do not have the required number of students in the other subgroups for NCLB reporting purposes, Clovercroft set school-level AMO (Annual Measurable Objective) goals. Goals were set for the following subgroups: BHN (Black, Hispanic, and Native American); LEP (Limited English Proficiency); FRL (Free/Reduced Lunch) and SWD (Students with Disabilities). In 2014, our LEP subgroup as well as our BHN subgroup made significant gains and met school-level AMO goals in reading. In math, our BHN as well as our SWD subgroups both met school-level AMO goals.

The state of Tennessee has an additional reporting category to show student growth across time. The Tennessee Value-Added Assessment System (TVAAS) looks at the amount of progress students make in a year. TVAAS scores are calculated by comparing student growth to the state growth standard. The minimum expectation is for students to make one year's growth. Clovercroft consistently makes substantially more progress than the state expectation for academic growth in both reading and math. In fourth grade, the three year growth average in reading was 8.0 and math was 12.6. Fifth grade students also made significant growth with three year averages of 4.0 in reading and 2.4 in math. Clovercroft has earned all A's for growth in every subject for fourth and fifth grades for all three years we have data.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Clovercroft uses a variety of assessment data in order to plan instruction and improve students' performance. Teachers, instructional coaches and administrators begin each school year by analyzing various sources of data on all of our students. This data, including standardized test scores, universal screening scores and individualized assessments, is used to design appropriate and rigorous instruction for all students.

At the beginning of the year, students are given an STAR reading and math assessments, a diagnostic reading assessment (QRI/DRA), an oral reading fluency measure and a Developmental Spelling Analysis. Teachers use this data in addition to TCAP data to determine the instructional needs of their students. Students are then placed in appropriate small groups during core instruction and in tutoring groups before school. The students that fall beneath the 25th percentile on triangulated assessment data are placed in Tier II or Tier III RtI groups. These students are progress monitored every week in order to determine if the interventions are beneficial. The combined data is also used to place students in enrichment groups. During Clovercroft's 30 minute RtI block, related arts teachers, educational assistants and literacy and math coaches work with and challenge other students while the classroom teachers intervene with Tier II students. Clovercroft's use of every resource contributes to the success and growth of all of our students.

The school's data team (administrators, school psychologist, reading coach and math coach) meets monthly with all teachers to review student progress and to make needed intervention changes. After each meeting, a parent letter and progress chart are sent home for every Tier II or Tier III student so that parents are aware of their child's progress. Teachers also meet with all of their parents throughout the year to share assessment results. In addition, parents have access to current, real-time data on student's grades through our district grade book portal.

Teachers at Clovercroft also use quarterly, weekly, and formative curriculum-based assessments to improve and adjust their instruction to meet student needs. Clickers and plickers are formative assessments used to give immediate feedback to both the teachers and students on a topic. The data from these assessments is used to identify which standards have been mastered and which need more instruction. Those students demonstrating mastery receive enrichment opportunities and those needing re-teaching receive instruction in small group. Students that do not have a clear learning profile based on the testing available are given more specific testing from our math coach, literacy coach, differentiation coach or the school psychologist. This data is then used to inform specific deficit remediation or enrichment.

Clovercroft's staff continuously uses a variety of assessments to improve teacher and student performance. The all hands on deck approach at Clovercroft contributes to the continued success of our students.

Part VI School Support

1. School Climate/Culture

Since our doors opened in August 2011, Clovercroft Elementary School has been providing a positive environment that supports students' academic, social and emotional growth. To help foster the students' emotional growth, Clovercroft uses Quantum Learning as the foundation for our environment and atmosphere. The emphasis for students is on Living and Learning Above the Line by using Quantum's 8 Keys of Excellence.

Teachers and staff also work to build a sense of community at Clovercroft by keeping students informed and involved in upcoming events. Each morning, announcements are led by students through a live cast that streams into each classroom. These announcements provide daily information in addition to highlighting important activities occurring in grade levels. These activities may include the 100th day of school, third grade's Market Day, and International Day that brings awareness to the 20+ cultures represented at Clovercroft. Students in all grades participate in kindergarten's Color of the Day in the fall and the Book Character Parade in March. At the end of each year, students are recognized for their academic achievement at an Honors Assembly which includes awarding the Presidential Academic Award to fifth grade students.

Students' knowledge that they are valuable and appreciated is an important part of their social and emotional growth. Before school starts each year, classroom teachers mail post cards to their students to welcome them. The principal celebrates students' birthdays by visiting their classroom to present a birthday card and sing Happy Birthday. Friday and weekend birthdays are celebrated each week at our school wide Colt Corral community meetings. Many students also participate in our library's Birthday Book Club. Clovercroft Elementary School also fosters social and emotional growth through our numerous before and after school activities and organizations. Students have the opportunity to show off their artistic abilities as well. Displays of students' art work are showcased in the hallways of the school. Students also participate in the yearbook cover design competition. Most students are also involved in outside extracurricular activities. As a testament to the dedication, many teachers make time to attend at least one of these activities for each of their students. During the summer, students can attend Encore! for one or two weeks to continue to develop their social growth within our school. Prior to TCAP testing, a pep rally is held to motivate third through fifth grade students to do their best on the state test. Each year faculty members put on a silly skit to entertain and provide good test taking strategies. Classes from lower grades create posters of encouragement and provide special snacks for the students taking TCAP. After TCAP testing is complete, our community celebrates as a school with a special program.

Another way Clovercroft built community was through the creation of our Colt Creed our first year. The Creed incorporates the 8 Keys of Excellence and is recited each day during morning announcements. On Fridays we recite the Colt Creed together as a school during our Colt Corral. The Colt Corral is a time we celebrate the classes that have been awarded clovers for good behavior at related arts. Once a class receives an increment of 25 clovers, they are awarded a poster at Colt Corral and the individual class celebrates with a special activity. Specific grade levels also have motivational systems such as class cash, conduct sheets, and positive behavior charts. In the cafeteria, students can receive Living and Learning Above the Line stickers that promote good character related to the 8 Keys of Excellence. Students in the cafeteria can also put their name in a grade level bag for a weekly drawing for following cafeteria expectations.

Teachers and staff are also valued and supported at Clovercroft. The administration and our Clovercroft PTO do a great job supporting teachers and making them feel valued. The PTO organizes teacher appreciation days throughout the school year. These appreciation days include a lunch and a special gift such as a thank you card or a treat from the teacher's "list of favorites". At the start of each school year, the administration sets a theme for the year and kicks it off with a team building activities for the staff such as scavenger hunts, laser tag or a service project to help out a local charity. The theme is continued throughout the year through faculty PD sessions, weekly memos as well as a Monday morning treat and motivational quote tied to the theme in staff mailboxes. The administration also writes a personal note to each teacher on

the first day of school every year. Administration sends a weekly memo each week to keep the staff informed of important events and announcements. Staff holiday activities like a Halloween Secret Boo Surprise, Secret Santa, and grade level Team Olympics are also organized to keep up morale. Once a month at faculty COLT (Celebrating Our Learning and Teaching) meetings, one staff member is recognized by a colleague for their hard work and the COLT trophy is passed to the individual. Students also recognize teachers that have influenced them through our district Successory program; a program where students write thank you cards to a staff member or teacher who has helped them in a special way.

2. Engaging Families and Community

Clovercroft Elementary is not just a location for students to learn, but also a place where teachers, administrators, families, and community members join together for the success of our students. Community resources, partnerships with businesses, and overwhelming family support allow Clovercroft to be a strong environment in which students flourish.

As a school, we work to host events to get parents and community members engaged. We begin the year with our Meet and Greet, which allows parents and students to visit their classrooms and meet teachers before school starts. During the first month of school, we host parent orientation nights for every grade level, allowing teachers to share the expectations for the year and answer parent questions. We also host a Veterans' Day Program to honor veterans of our Clovercroft Community. Additional events include our quarterly coffee connections (addressing topics such as testing, BYOT, foreign language classes, and transitioning to middle school), Thanksgiving family lunch, the art show, family math night, parent conferences, parent university (providing classes for parents on struggling readers, Common Core Math, the 8 Keys of Excellence, Internet Safety, etc.), grade level musical performances, the 5th grade promotion ceremony, and International Day.

Clovercroft has a strong and supportive PTO -- membership is automatic for all parents and staff. Our PTO hosts many family events and fundraisers each year. Our family events include Cloverfest (a free back to school celebration), Pastries with Parents, skate nights, mother/son and father/daughter events, and a Boo Hoo Breakfast for kindergarten families. Our fundraisers include Basketballs and Bidding, Derby Run, and an annual golf tournament. These fundraisers have provided Clovercroft with laptop carts, iPads, clickers, library books, a walking tracking, an outdoor classroom, and athletic equipment.

Clovercroft is proud to partner with our community. Each grade level participates in different service projects throughout the year including donating food to food banks such as Graceworks, raising money for the Leukemia Society, collecting food and toys for the Williamson County Animal Shelter, and donating clothes through the Glenview Clothing Drive. We are also fortunate to have support from local businesses. Businesses such as Publix and Chili's provide food for events while the Franklin Fire Department, Dr. Trammel, and Gentry's Farm provide educational opportunities for our students to get hands on learning experiences. These partnerships show how Clovercroft cares for our community and in return, our community cares for Clovercroft.

Parents are an integral part of our school. Clovercroft is fortunate to have many parents who want to volunteer and help our students and teachers. Parents participate in classrooms daily as literacy volunteers and mystery readers. The classroom is not the only place that we have strong parent support. Parents volunteer in our teacher workroom where they prepare copies and projects for teachers. Parents also help our cafeteria run smoother during lunch as well as assist in the library, art room, and front office.

One of the keys to the excellent parent and community involvement at Clovercroft is great communication. Administration sends a weekly email update and monthly newsletter to every parent. In addition, teachers communicate daily with parents through emails, daily notes, and academic logs. Classroom teachers also send home weekly newsletters. We use automated call-outs for announcements and updates and utilize our school website for a plethora of information for families. Clovercroft is fortunate that we have almost 100% participation in our parent-teacher conferences each year. We also actively work to involve new families by offering new student orientation each summer and our kindergarten sneak a peek in the spring.

3. Professional Development

At Clovercroft, we realize that professional development is not one-size fits all – for us it takes two different forms. Each year teachers create their own professional growth plan to pin-point areas of their instruction that they can enhance. Teachers design their own learning, based on their growth goal. District professional development classes are offered during the summer and throughout the school year. Teachers also work collaboratively with colleagues to support their learning goals. Clovercroft also provides site-based professional development each year after analyzing our school data. We use this information to determine staff wide professional development opportunities that will help us reach our goal of creating lifelong learners, critical thinkers, and contributing citizens.

Our site-based professional development endeavors are often conducted as turnaround training by teacher leaders and are comprised of four main categories: technology, curriculum, environment, and collaboration. The combination of these categories creates an environment conducive to student growth, achievement, as well as teacher rapport. Technology based professional development is conducted by our BYOT teacher leaders on the following topics, effective use of clickers and plickers as formative assessment, using Edmodo, iPad app training, STEAM, and Promethean board training.

In the area of curriculum, we are engaging in Understanding by Design professional development which allows teachers to begin with the end in mind. We have begun the planning process by looking at our essential questions, essential understandings, and assessments, and then work backwards. We find a variety of relevant materials, activities, and resources that will help our students to master the standards presented. Our staff has also attended numerous textbook trainings and other curriculum initiatives such as Singapore Math, Creative Math, Common Core Math Instruction, Formative Assessments, Vertical Mapping of Math Standards, Constructed Response Math Tasks, Number Talks, Using Dreambox and Wowzers, Developing Fraction Sense, the Clovercroft Writing Initiative, Vertical Mapping of Reading standards, Differentiated Instruction, TN Reading Conference, and the International Literacy Association Annual Conference. Also, staff members can choose a book study to participate in that would best meet their needs in the classroom. We have hosted book studies on The Daily Five, Creating Robust Vocabulary, The CAFÉ Book, The Book Whisperer, Classroom Discussions Using Math Talk and Choice Words. These book studies have led to increased differentiation in all areas. Our student support services staff participates in specialized professional development in order to meet the needs of their students. These trainings include CPI, IEP, Wilson Reading, Equals Math, Literacy Training and EdPlan trainings. Lastly, teachers regularly observe each other to gain perspective of the strengths of their colleagues, taking ideas to implement in their classrooms.

Environment is another huge factor in our success as a school. Clovercroft motivates students, creates a respectful culture, and is arranged to promote individual and group learning. Professional Learning opportunities include Quantum Learning, Jason's Foundation, and PBIS, all of which help us to achieve the aforementioned environment.

In addition, our staff engages in one of the most important aspects of professional development: collaboration. Teachers participate in collaborative team planning, vertical team planning, and team building activities which promote camaraderie among our staff. In order for each staff member to feel like an integral part of our professional community, each department presents successful strategies and ideas during our monthly COLT meetings.

Lastly, Clovercroft engages in is the development of our teacher leaders. This year the leadership team has undertaken an in-depth study of the teacher leader standards. As part of this process, this team has gained insight and experience into the power of these standards as well as developed intentional facilitative leadership skills. This group then led professional development as well as Professional Learning Communities for the rest of the staff.

Across the board the most important aspect to professional development is the implementation of these strategies in the classroom. Every teacher at Clovercroft is committed to the ongoing continuous

development of their craft and readily puts their new learning into practice within the classrooms. Clovercroft Elementary understands that through professional development and helping our teachers grow, we are in turn, seeing direct results in our students' growth and achievement.

4. School Leadership

Since opening the doors of Clovercroft Elementary, we have fully supported and embraced a shared leadership philosophy. The administration, faculty, staff, and parents have always worked together to support our students in achieving excellence and empowering them to reach their highest potential.

A fundamental component of our shared leadership model is collaboration among administration and teachers. This philosophy is evident as the administration identifies teacher strengths and encourages teachers to take on roles that play to those strengths. Our principal works to nurture and develop staff strengths and encourages teachers to share their instructional expertise with the rest of the staff. In addition, administration encourages teachers to go above and beyond for their students and these leadership qualities have facilitated our continuous exceptional achievement. We are constantly working together to ensure that all students' needs are met through our data-driven meetings every four weeks. These meetings focus on ensuring that all interventions are effective in facilitating student growth. We also have quarterly collaborative planning meetings that include teachers, instructional coaches, and administration. These meetings provide the opportunity to map out the scope and sequence to fit our students' needs and it also gives us an opportunity to seek additional resources that exceed the core curriculum.

The Building Leadership Team (BLT) is the decision-making body at Clovercroft. The combined expertise of this group provides a balanced look at all issues and honors the strengths each person brings to the team. The BLT works collaboratively with a representative from every grade level, the related arts teachers, special education, and the coaching team. The diversity of this team is powerful in that it provides representation from all stakeholders. This leads to productive decision-making and leadership that is readily accepted by the entire staff. The BLT meets biweekly to guarantee that there is consistent communication and on-going decision making.

The teachers in our building are invested in their students and are always eager to take on various leadership roles. Some of our teachers are trained to be BYOT teacher leaders, which continues to help teachers and students integrate technology into their teaching and learning. We also have teachers that serve as science and social studies facilitators for our school, serve on district level curriculum committees, as well as serve as Common Core coaches for the state. In addition, our teachers meet for weekly planning meetings to create meaningful lessons that meet every student's needs.

Clovercroft has a strong mentor program that supports and grows our newest teaching staff. Quarterly breakfasts are conducted with a focus topic so that mentor and mentee can learn from each other. In addition, our mentor teacher facilitator sends monthly reminders to the mentors about timely topics to discuss with the mentees. This program works to ensure our new teachers are supported and have resources they need to be successful.

Parent leadership is also essential at our school. The PTO conducts monthly meetings to discuss important matters and decisions regarding all stakeholders at Clovercroft. The PTO serves a very important role in guiding our parents to volunteer in the classroom and lead various activities that assist in growth and achievement among our students. The PTO has also partnered with teachers and students to lead service learning projects at each grade level to help our students reach out to others in need. Administration provides coverage for representative teachers so they can participate in the PTO meetings.

One of our goals is to instill the important attributes of a leader among our students. We encourage students to take on leadership positions such as becoming a member of student council, the green team, squeaky clean or safety patrol. These positions teach our students responsibility and teamwork.

This collaborative and shared leadership philosophy at Clovercroft continues to facilitate a community of leaders that are all engaged in helping to ensure our students' success. Our students' needs come first. Empowering leadership opportunities among all member of our Clovercroft Community have proven to be effective in helping our students to continue to show growth and achievement.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Tennessee Comprehensive Assessment Program</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
Proficient and above	93	91	90		
Advanced	65	47	44		
Number of students tested	147	139	96		
Percent of total students tested	100	100	99		
Number of students tested with alternative assessment					
% of students tested with alternative assessment		1			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	100	90	100		
Advanced	77	80	67		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	17	21	12		
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	95	91	88		
Advanced	65	43	40		
Number of students tested	120	110	78		
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: It should be noted that while Clovercroft Elementary School is in its fourth year of operation, Tennessee received approval from the U.S. Department of Education to proceed with the nomination for this school. Clovercroft Elementary will be in its fifth year of operation by the time it is officially recognized as a blue ribbon school. In addition, Tennessee was approved to use three years of data, instead of the standard five years of data, in running its blue ribbon selection process due to a change in its accountability system, as outlined in Tennessee's approved state plan. As such, Clovercroft Elementary was selected for nomination based on the same amount of data as all of the other nominees from Tennessee.

The purpose of the MAAS (Modified Academic Achievement Standards) is to provide a more appropriate means of measuring the skills of a student whose disability interferes with performance on large scale assessments. IEP teams determine if a student is eligible to participate in TCAP MAAS using multiple valid measures of student's progress over time. The decision for MAAS participation is not based on a student's disability category, racial or economic background, excessive or extended absences, or limited English proficiency. The decision is based on the needs of the students and is not based upon anticipated impact on the system and/or school performance goals. During the 2012-13 school year, 1% of 3rd grade students participated in the MAAS based on their needs.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Tennessee Comprehensive Assessment Program</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
Proficient and above	94	81	88		
Advanced	71	47	53		
Number of students tested	140	111	91		
Percent of total students tested	100	100	99		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	1		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	100	100	78		
Advanced	88	50	56		
Number of students tested	26	12	10		
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	92	83	91		
Advanced	68	50	56		
Number of students tested	103	86	75		
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: It should be noted that while Clovercroft Elementary School is in its fourth year of operation, Tennessee received approval from the U.S. Department of Education to proceed with the nomination for this school. Clovercroft Elementary will be in its fifth year of operation by the time it is officially recognized as a blue ribbon school. In addition, Tennessee was approved to use three years of data, instead of the standard five years of data, in running its blue ribbon selection process due to a change in its accountability system, as outlined in Tennessee's approved state plan. As such, Clovercroft Elementary was selected for nomination based on the same amount of data as all of the other nominees from Tennessee.

The purpose of the MAAS (Modified Academic Achievement Standards) is to provide a more appropriate means of measuring the skills of a student whose disability interferes with performance on large scale assessments. IEP teams determine if a student is eligible to participate in TCAP MAAS using multiple valid measures of student's progress over time. The decision for MAAS participation is not based on a student's disability category, racial or economic background, excessive or extended absences, or limited English proficiency. The decision is based on the needs of the students and is not based upon anticipated impact on the system and/or school performance goals. During the 2011-12 and 2013-14 school years, 1% of 4th grade students participated in the MAAS based on their needs.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Tennessee Comprehensive Assessment Program</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
Proficient and above	97	93	87		
Advanced	81	79	68		
Number of students tested	113	94	71		
Percent of total students tested	100	100	99		
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	100	100	88		
Advanced	93	70	75		
Number of students tested	15	10	8		
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	97	91	88		
Advanced	82	80	67		
Number of students tested	85	80	60		
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: It should be noted that while Clovercroft Elementary School is in its fourth year of operation, Tennessee received approval from the U.S. Department of Education to proceed with the nomination for this school. Clovercroft Elementary will be in its fifth year of operation by the time it is officially recognized as a blue ribbon school. In addition, Tennessee was approved to use three years of data, instead of the standard five years of data, in running its blue ribbon selection process due to a change in its accountability system, as outlined in Tennessee's approved state plan. As such, Clovercroft Elementary was selected for nomination based on the same amount of data as all of the other nominees from Tennessee.

The purpose of the MAAS (Modified Academic Achievement Standards) is to provide a more appropriate means of measuring the skills of a student whose disability interferes with performance on large scale assessments. IEP teams determine if a student is eligible to participate in TCAP MAAS using multiple valid measures of student's progress over time. The decision for MAAS participation is not based on a student's disability category, racial or economic background, excessive or extended absences, or limited English proficiency. The decision is based on the needs of the students and is not based upon anticipated impact on the system and/or school performance goals. During the 2012-13 school year, 1% of 5th grade students participated in the MAAS based on their needs.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Tennessee Comprehensive Assessment Program</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
Proficient and above	85	86	85		
Advanced	42	38	29		
Number of students tested	147	138	97		
Percent of total students tested	100	99	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	100	90	92		
Advanced	41	55	33		
Number of students tested	17	20	12		
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	86	85	84		
Advanced	43	35	27		
Number of students tested	120	110	79		
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: It should be noted that while Clovercroft Elementary School is in its fourth year of operation, Tennessee received approval from the U.S. Department of Education to proceed with the nomination for this school. Clovercroft Elementary will be in its fifth year of operation by the time it is officially recognized as a blue ribbon school. In addition, Tennessee was approved to use three years of data, instead of the standard five years of data, in running its blue ribbon selection process due to a change in its accountability system, as outlined in Tennessee's approved state plan. As such, Clovercroft Elementary was selected for nomination based on the same amount of data as all of the other nominees from Tennessee.

The purpose of the MAAS (Modified Academic Achievement Standards) is to provide a more appropriate means of measuring the skills of a student whose disability interferes with performance on large scale assessments. IEP teams determine if a student is eligible to participate in TCAP MAAS using multiple valid measures of student's progress over time. The decision for MAAS participation is not based on a student's disability category, racial or economic background, excessive or extended absences, or limited English proficiency. The decision is based on the needs of the students and is not based upon anticipated impact on the system and/or school performance goals. During the 2012-13 school year, 1% of 3rd grade students participated in the MAAS based on their needs.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Tennessee Comprehensive Assessment Program</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
Proficient and above	95	88	86		
Advanced	53	38	40		
Number of students tested	139	110	91		
Percent of total students tested	99	99	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	1		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	96	92	78		
Advanced	68	42	22		
Number of students tested	25	12	9		
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	90	88		
Advanced	52	41	45		
Number of students tested	103	86	76		
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: It should be noted that while Clovercroft Elementary School is in its fourth year of operation, Tennessee received approval from the U.S. Department of Education to proceed with the nomination for this school. Clovercroft Elementary will be in its fifth year of operation by the time it is officially recognized as a blue ribbon school. In addition, Tennessee was approved to use three years of data, instead of the standard five years of data, in running its blue ribbon selection process due to a change in its accountability system, as outlined in Tennessee's approved state plan. As such, Clovercroft Elementary was selected for nomination based on the same amount of data as all of the other nominees from Tennessee.

The purpose of the MAAS (Modified Academic Achievement Standards) is to provide a more appropriate means of measuring the skills of a student whose disability interferes with performance on large scale assessments. IEP teams determine if a student is eligible to participate in TCAP MAAS using multiple valid measures of student's progress over time. The decision for MAAS participation is not based on a student's disability category, racial or economic background, excessive or extended absences, or limited English proficiency. The decision is based on the needs of the students and is not based upon anticipated impact on the system and/or school performance goals. During the 2011-12 and 2013-14 school years, 1% of 4th grade students participated in the MAAS based on their needs.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Tennessee Comprehensive Assessment Program</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
Proficient and above	90	93	96		
Advanced	32	32	53		
Number of students tested	112	94	72		
Percent of total students tested	99	100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	100	100	89		
Advanced	23	20	33		
Number of students tested	14	10	9		
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	92	93	98		
Advanced	38	35	55		
Number of students tested	85	80	60		
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: It should be noted that while Clovercroft Elementary School is in its fourth year of operation, Tennessee received approval from the U.S. Department of Education to proceed with the nomination for this school. Clovercroft Elementary will be in its fifth year of operation by the time it is officially recognized as a blue ribbon school. In addition, Tennessee was approved to use three years of data, instead of the standard five years of data, in running its blue ribbon selection process due to a change in its accountability system, as outlined in Tennessee's approved state plan. As such, Clovercroft Elementary was selected for nomination based on the same amount of data as all of the other nominees from Tennessee.

The purpose of the MAAS (Modified Academic Achievement Standards) is to provide a more appropriate means of measuring the skills of a student whose disability interferes with performance on large scale assessments. IEP teams determine if a student is eligible to participate in TCAP MAAS using multiple valid measures of student's progress over time. The decision for MAAS participation is not based on a student's disability category, racial or economic background, excessive or extended absences, or limited English proficiency. The decision is based on the needs of the students and is not based upon anticipated impact on the system and/or school performance goals. During the 2012-13 school year, 1% of 5th grade students participated in the MAAS based on their needs.