Overview of EL Education: The EL core practices create school environments that promote deep engagement in learning and high levels of student achievement. The EL model challenges students to take active roles in their classrooms and communities, fostering subject-area mastery and 21st-Century skills that are critical to college readiness and lifelong success – literacy, numeracy, problem-solving, critical thinking, collaboration, creativity, persistence toward excellence and active citizenship. The national network of EL schools includes more than 150 schools. EL students around the country are outperforming their state and district peers on standardized tests. Chamberlain Elementary School in Goshen Community Schools and York Elementary School in Middlebury Community Schools are both in the process of transitioning to EL Schools. It generally takes four years to fully implement the EL model, and both schools are exceeding the annual targets for implementation progress. Even as both schools implement the EL Education model with fidelity, they also are each continuing to develop and build on the unique strength and character of their school and community. In their second year (York Elementary) and third year (Chamberlain Elementary) of implementation, these schools are already seeing very positive outcomes for students, teachers, and parents.

Enrollment Numbers 2016-2017:

<table>
<thead>
<tr>
<th></th>
<th>Number of Teachers</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chamberlain Elementary</td>
<td>38</td>
<td>348</td>
</tr>
<tr>
<td>York Elementary</td>
<td>26</td>
<td>301</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
<td><strong>649</strong></td>
</tr>
</tbody>
</table>
EL Education Implementation Progress

The EL School Designer conducts an annual implementation review each year in May to assess the schools' progress in implementing EL core practices. The annual implementation review scores the implementation of core EL practices in the areas of curriculum, instruction, assessment, culture & character, and leadership. Criteria are scored on a scale from 1 to 5, with 5 representing "Exemplary" practice – the expectation for schools at the end of the four-year implementation period.

Highlights from the Annual Implementation Review:

- York Elementary received a total school score of 74, exceeding the target score of 66 for the second year of implementation.
- York Elementary scored 4 out of 5 in several areas, with particular strength in the areas of "Culture & Character" and "Leadership". In EL Schools, these areas are the focus of the first years of implementation. At York, 100% of classrooms are implementing Crew and it is now fully built into the daily schedule. York has had a specific focus on Leadership, with a shared leadership model implemented with staff. The majority of decisions are now made by staff committees, with the administration serving in a supporting role. Peer leadership is also important to York’s model, with cross-crew groupings between grade levels to allow the older students to take on a peer mentorship role with younger students.
- York also scored a 4 out of 5 in "Mapping Skills and Content" and a 3 out of 5 in "Case Studies," demonstrating that they are making progress in the development of curriculum and on track with the implementation of the academic component of EL Education.

- Chamberlain received a total school score of 98 on their implementation review, surpassing the target of 84 for schools in their third year of implementation, and even surpassing the target of 98 for schools in their fourth or more year of implementation.
- Chamberlain received a score of 5 (for exemplary practice) on 12 different indicators, including Learning Community, Crew, Positive School Culture, Projects & Products, and Culture of Reading. Chamberlain scored a 5 or above on all 26 indicators of the review.

Professional Development and Teacher Growth

Professional Development is a critical component to EL Education, and both York and Chamberlain received high scores in the area of "Professional Learning." Both schools are seeing a shift in the culture among teachers and staff, with positive outcomes tied to this shift.

- One important indicator of school culture and teacher growth is in teacher turnover. Chamberlain has had 0% teacher turnover, whereas nationally, the statistics suggest that in high-poverty schools (with 75% or more Free and Reduced Lunch Rates), total teacher turnover was just over 22%. York had 4% teacher turnover, whereas nationally the teacher turnover for schools with similar demographics as York is 14.5%. Both schools also had lower teacher turnover than other schools in their districts.
- York Staff logged about 2,040 hours of professional development. This included professional development that is held every two weeks for two hours for all certified staff, as well as time that they spent while at institutes, EL National Conference, and site visits. Twenty-eight staff participated in those institutes, site visits and the conference.
- Chamberlain Staff participated in 30 direct service days with EL Education and attended seven EL Institutes. Chamberlain staff have also implemented multiple staff collaboration opportunities, including principal and teacher mentoring sessions, professional learning communities (PLCs), cluster meetings, and modeling sessions. The PLC meetings at Chamberlain were particularly significant, with groups of educators working collaboratively with data, ensuring that students are
York utilizes the McRel teacher evaluation system. The McRel system assesses teachers’ ongoing growth across a number of standards, with teachers rated as “developing”, “proficient”, “accomplished” or “distinguished” in each area. The McRel system is a complex rubric and it takes time and commitment for teachers to move from one rating to the next. According to McRel, the rating of “accomplished” and “distinguished” are difficult to achieve. York teachers exhibited growth across multiple indicators that are directly aligned with the professional development in the EL Education model. In the previous year, we began to see gains in teachers moving into the “Proficient” level, and this year teacher growth has continued as many teachers are reaching “accomplished” ratings. Highlights of the growth in the McRel ratings include:

- There was a significant increase in the number of teachers rated as “accomplished” across every indicator in the Standards “Teachers know the content they teach,” “Teachers facilitate learning for their students” and “Teachers reflect on their practice” when compared to the 2016 evaluations.
- 18 of 21 teachers (86%) were rated as accomplished in the indicator “Teachers analyze student learning,” compared to 33% in 2016.
- 14 of 21 teachers (67%) were rated as accomplished in the indicator “Teachers use a variety of methods to assess what each student has learned,” compared to 5% of teachers in 2016.
- 15 of 21 teachers (71%) were rated as accomplished in the indicator “Teachers help students develop critical thinking and problem-solving skills.” All teachers were rated as developing or proficient in this area in 2016.
- 15 of 21 teachers (71%) were also rated as accomplished in the indicator “Teachers make instruction relevant to students.” All teachers were rated as proficient in this area in 2016.

**Student Outcomes**

**Student Behavior**: Office referrals for student behavior issues have declined at York, partially based on a decrease in negative behaviors from students and partially because of implementing improved strategies for teachers to deal with behavioral issues within the classroom. A total of 117 office referrals were reported to the state at the end of 2016, compared to 53 office referrals reported in 2017.

**Student Achievement**: Both York and Chamberlain are already beginning to see improvements in their standardized test scores.

- York’s ISTEP scores for 3rd graders improved in Reading and Math. In Reading, 3rd grade ISTEP scores went from 52% passing in the previous year to 61% passing. In math, ISTEP Scores for 3rd grade went from 51% passing to 60% passing, above the state average of 56% passing.

- Since York is a K-3rd grade school, the NWEA scores allow for an even fuller picture of student growth. Students in all grades complete the NWEA assessment and it provides a measure of growth for each student as well as a measure of achievement. York saw large gains in Mathematics in particular, which has been a strong area of focus for York. The percent of K-3 students that met growth targets in math during 2016-2017 was 54%, compared to 40% in 2015-2016. The number of students that met achievement targets in math in 2016-2017 was 62%, compared to 51% in 2015-2016.

- For the Reading NWEA assessments at York, 55% of students met achievement targets in reading in 2016-2017, compared to 49% in 2015-2016.
Parent and Community Engagement

The EL Education model includes both parent and community engagement as critical components. Parents are encouraged to be involved in decision-making processes and events to engage parents are scheduled throughout the year. Community engagement is essential for case studies and expeditions, which utilize experts from the community and involve field trips to community learning sites. York and Chamberlain have each found ways to continue to foster close relationships with families and with the community.

- York Elementary held two family nights during the year, one focused on math and the other focused on reading, and an annual end of the year celebration.
- As part of the Family Reading night, a community service project was launched, with students designing, building and placing fifteen lending libraries around the community. Students were involved in all aspects of the project, including contacting community agencies to identify locations for the libraries and working with local businesses to design and build the libraries. The project was highlighted across the EL Network and in local media. A nationally-recognized model EL school in Chicago, Polaris Academy, was interested in reporting on the project as part of their case study on service-learning and brought five 7th graders to York to interview students about the project. York students and staff chose to present the Polaris students with a library to take back to their school. The project has implications for both the local community and for the extended EL Network of schools around the nation.
- Chamberlain Elementary School hosted seven events throughout the year. On average, over 220 students had a parent or caregiver attend these events.
- Chamberlain is preparing to fully launch expeditions next year, and already has 32 active community partnerships to support these expeditions.