

Summary of Accreditation, 2015

Over the last year, Chrysalis School conducted a comprehensive internal study that included surveys of staff, parents, and students; an analysis of student performance; and self-assessments on the five standards for quality as defined by AdvancEd and the Northwest Accreditation Commission. Accredited schools complete this rigorous process every 6 years. It culminated with a visit from an external review team on March 11th and 12th. The visiting team included experienced professionals in education, including Jean Eisele from the School of Educational Studies at the University of Washington, Bothell. Over their two-day visit they reviewed our study, conducted 35 classroom observations, and interviewed 93 parents, students, and teachers to form conclusions about the quality of our school. The following are the results from their review.

We were assessed in three major areas: Teaching and Learning Impact, Leadership Capacity, and Resource Utilization. We scored significantly above average in all three areas and our overall score totaled 352.14 out of 400.

	Our Score	Average
Overall Score	352.14	282.79
Teaching and Learning Impact	349.21	274.14
Leadership Capacity	345.45	296.08
Resource Utilization	371.43	286.32

*Scores are out of a total of 400.

The team then identified areas of “powerful practice.” They are as follows:

Powerful Practices

- Every child is well known by at least one adult advocate: “Each child is supported by a village of adults who care deeply about their success. Especially impressive is the time allotted by all faculty to a deep investigation of an individual student’s talents, strengths, and needs with creative yet practical suggestions for facilitating his/her journey.”

- The school leadership and staff members have committed to a visionary model of student learning that empowers students as learners and individuals: “Even the first step inside each building reveals the awareness of a commitment to students as the ‘bottom line.’ There is a palpable feeling of curiosity, exploration, and information sharing in the displays, student activities, and interactions.”
- School leadership and staff members provide organized and comprehensive support to new teachers for three years: “New teachers are mentored closely to become fully aligned with the school mission and purpose.”

Other significant observations included:

- Students hold a positive attitude toward learning
- Students are actively engaged in learning
- Teachers and students develop meaningful partnerships tailored to individual learning styles
- Strong learning culture
- Productive learning environment
- Safe culture
- Students take personal responsibility
- Students have pride in their school
- Clearly articulated system to support student success
- Visionary model of personalized education
- Powerful learning community where students discover their learning strengths
- Staff demonstrate clear passion and commitment to teaching

We have always promoted a culture of continual improvement at Chrysalis. This team of professional educators offered suggestions and gave us guidance for areas to focus on moving forward. We now have additional information about our school, the students and families we serve, and guidance for moving forward. Thanks to everyone who participated in this important process...we couldn't have done it without you!

Sincerely,

Karen Fogle
Founder/Director

Alison McNee
Academic Advisor/Accreditation Coordinator