Accreditation Report

Towns County Elementary School

Towns County School System

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Towns County Elementary School is a small rural school of 437 students located in Hiawassee, Georgia the county seat of Towns County. Hiawassee is surrounded by the foothills of the Appalachian Mountains and contains the highest peak in the state of Georgia. The county is also home to Lake Chatuge, a Tennessee Valley Authority lake. The mountains and lake have influenced the past and the present of both the community and the school. For many years the mountains isolated the area from the rest of the state giving rise to a unique mountain culture which includes a strong work ethic and a pride in independence. This isolation also meant that cultural diversity has been slow in coming to the county and the school system. The breakdown of our population by race is as follows: 92% White, 0% Black or African American, 4.5% Hispanic and 3.5% other. Industries have ignored the area due to inaccessibility, which has in turn limited the job opportunities. Ironically, the mountains which cut off some jobs created others as tourism is the major industry in Towns County.

At one point in 2009, the enrollment at our school was 559 but with the economic failure that the nation experienced so did our tourist industry. The lake and mountains have also made this a popular retirement area and 50% of the residents of Towns County are over 50 years of age. All these factors have added up to make the median household income in the county only $35, 843 and 59.36 % of the elementary students qualified for free or reduced meals this year. In 2013, the population of Towns County was 10,516. However, the high value of mountain and lake property has made the State of Georgia consider us one of the richest counties in the state. All these factors have affected the state funding of the school.

From 1976 until 2003 TCES was part of Towns County Comprehensive School which consisted of grades K-12 all housed in one building and governed by one set of guidelines. During this period the high school's needs set the tone of many of the policies and required much of the resources. Most of the extra-curricular activities centered on supporting the high school activities, therefore making the elementary school more of a pre-high school than an elementary school. Given this situation and the low socio-economic level it would be expected that the school would show poor academic performance, but the students at TCES have performed at or about state levels on most standardized testing. TCES scored an 86.7 on the 2014, College and Career Ready Performance Index (CCRPI) second behind Union County in the Pioneer RESA. The strong mountain values of the people and the dedication of the staff have brought success despite limited resources.

The elementary school came into its own in 2003 with the opening of the TCES building, adjacent, but separate from the other schools. The Towns County Elementary School has separate administrative and support staff as well as its own library and cafeteria. The only shared component is the kitchen which serves both buildings. A Special Local Option Sales Tax (SPLOST) funded the building of the elementary school. The elementary teachers and the stakeholders also supported and encourage the separation of the elementary school from the older grades.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

TOWNS COUNTY MISSION STATEMENT

The mission of Towns County Elementary School is to nurture, guide and challenge all students in a safe environment so that they become lifelong learners, creative problem solvers, and competent decision makers.

BELIEF STATEMENTS

*Every child is a valued individual with unique physical, social, emotional and intellectual needs. They should be challenged to be actively engaged in the learning process with instructional practices which take into account their individual learning styles and needs in order to promote lifelong learning.

*A key purpose of schooling is to ensure that each child regardless of background or circumstances is successful by learning to think, reason, and use his or her mind well.

*What students know and be able to do is the shared responsibility of the students, educators, and parent, along with community support.

*The school and school system should be organized so that professional growth is an essential element of a quality educational program, which ultimately benefits students and teachers.

*The school should encourage children to use knowledge to solve problems rather than to passively absorb knowledge to be at some other time.

*Teachers should be viewed as leaders; their primary job is to engage students in meaningful activities that result in learning.

VISION STATEMENTS

*Parents, teachers, and administrators, have a clear, consistent and shared understanding that the students' work and tasks that are assigned have meaning and significance.

*In a safe environment, all students are highly engaged in quality work.

*Parents, teachers, and administrators, whose primary purpose is to support the learning process have clear, consistent, and shared understanding of what students are expected to know and be able to do.

*The success of Towns County Elementary depends upon lifelong learning and support by our community.

*Administrators and teachers are the educational leaders whose primary purpose is to support the learning process.

Towns County Elementary' purpose is to meet the needs of all students. The faculty and staff at TCES does this in a nurturing, safe environment that guides yet challenges our elementary students. Students are encouraged and motivated to participate in their learning at TCES and a number of instructional strategies are employed by teachers and students to ensure that all needs are being met. These include Reading Rescue for first grade, Guided Reading, differentiated instruction, departmentalized disciplines in grades 3-5, 25 paraprofessionals assisting students, EIP program, scholastic benchmark Lexile and Quantile inventories, Fast Math, IXL Math, Study Island, Spelling City and Reading Counts. Access to many online programs and textbooks are available to students home. TCES has two clubs for students who excel in reading and math, SOAR (Students Organized to Advance Reading) and MORE (Mathematicians Organized Raising Expectations). For students to participate in these clubs, they must score a certain Lexile and Quantile. At the end of the year, students who are reading at 1000+ plus Lexile are rewarded with a trip to the Rocket and Space Center in Huntsville, Alabama.

A strategy that has been expanded this school year is the 21st Century After School Program. The program is offered now to Pre-K,

Kindergarten and First graders. The program assists students with homework, tutoring in all subject areas and provides socialization and hobby time such as cooking, art and archery. Students in the 21st Century program are held to high standards and expectations.

A Data Committee analyzes reports from the daily Response to Intervention (RTI) instructional period that has been build into each student's schedule. The team meets at least once monthly to go over data from Easy CBM, our progress monitoring software system and then offers assistance to teachers about flexible grouping, a change in interventions or other suggestions that would benefit or support a student during RTI. Further support may be needed such as referral for gifted testing or assessment for special instruction.

As instructional leaders, the administration works with the faculty and staff to ensure that support and resources are provided so that instructional strategies can be implemented and Professional Development needs are addressed. Software is monitored by the administration so that teachers have the support needed to fully utilize for differentiated instruction and documenting individualized needs. Team meetings are held twice per month and faculty meetings once per month with administration. Lead teachers at each grade level conduct meetings, keep minutes and disperse information from administration. The Building Leadership Team consists of lead teachers, the counselor, a specials teacher, media specialist, parents, Young Harris College representative and administration. The Leadership Team meets at a minimum of twice to address specific needs of TCES and address the concerns through the School Wide Improvement Plan. A system wide Leadership Team exists that meets at least three to four times a year to discuss vertical alignment of curriculums and needs of the 3 schools in our district.

Technology is improved on a rotation system among the three schools in the Towns County district. TCES is currently replacing one student lab and plans are to replace a second lab during the 2016 school year. Chrome books are being ordered for student testing and conversations are occurring about replacing student computers in the classroom with them as well. Each classroom in grades k-2 has SMART Boards and grades 3 through 5 have LCD projectors. All classrooms have at least 5 desktop computers and teachers have access to their own lap top. Computers were recycled from the replaced lab and placed in the STEM lab and Media Center. Plans are to use the remainder of the computers for Special Education classes.

All students at TCES participate in a school-wide positive, character program based on the yearly back to school theme. Each day during the News Crew, TV broadcast the students listen to character traits such as caring attitude, responsibility, ownership of behavior and helping a friend. Awards are given to students at the end of the month. Students receive prize bag and their picture taken with a clown nose and top hat. The pictures hang in the school hallway for the school year. An improvement is adding a school wide discipline program or even district wide program such as PBIS (Positive Behavior Intervention System).

In conclusion, TCES has a purpose and vision which is meeting the needs of all students in a safe, nurturing environment. Administration, faculty, staff and parent are all working together as a team to foster strategies that will challenge and motivate each student to be the best they can be.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Towns County Elementary was designated as a Title I Distinguished School in 2008. A Gold award was presented to TCES in 2006-2007 for the most student gains and Adequate Yearly Progress (AYP) for seven consecutive years. The state of Georgia has replaced the AYP accountability system with the College and Career Performance Ready Index (CCRPI). In 2012, TCES scored 83.7, in 2013 a score of 82.6 and in 2014 an increased score by over 5 points with 86.7. This score placed our score 2nd in the Pioneer RESA among the region school districts. An area of improvement for the CCRPI is to have a higher percentage of the Special Education population passing the Georgia Milestones assessment and continuing to improve in mathematics gains for all TCES students.

With the 2014-2015 school year being the first for the Georgia Milestones, TCES expects to see student growth for each and every student and student growth percentiles (SGP) increased. Included in this growth is the younger students administered a Student Learning Objective (SLO) pre and post assessment increasing their performance by 35%.

Writing will continue to be a focus and students are encouraged to learn constructive response strategies in all the academic disciplines. Typing and keyboarding skills are being taught this year for the upper elementary. Plans are for the younger students to begin keyboarding skills to be prepared for future test taking and necessary technology skills. TCES is broadening student technology standards with STEM (Science, Technology, Engineering, Math) activities with the opening of a lab with future plans for certification. Activities include robotics and computer programming for all students in grades K-5.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Quality physical programs are important because they provide learning experiences that meet a student's developmental needs, which in turn helps to improve the mental alertness, academic performance, readiness, and enthusiasm for learning. Towns County Elementary has plans in 2015 to upgrade the playground equipment flooring and repaint the equipment to the original vibrant colors. The TCES playground is adjacent to the track, base ball, and football stadium. The playground is used and enjoyed by families on the weekends and after school. The community is assisting in this upgrade and supporting a safe school environment.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Area of Strength: 1.2

Towns County Elementary maintains and communicates a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. We have and currently maintain a vision statement which supports challenging equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. We have a communication plan to all stakeholders regarding the school's purpose, vision, and mission. All communication between stakeholders is documented in minutes from phone alert system, meetings, agendas, websites, newsletters, annual reports, student handbooks, and stakeholders. Parents are welcome to provide input throughout the year during various parent meetings and other events by utilizing PowerSchool for Parents. The administration always has an open door policy and welcomes parents and their ideas. We have a school improvement plan. The school improvement plan is continuously revised and implemented based on the school data profile and results of surveys completed by all stakeholders.

Challenging educational programs and equitable learning experiences are implemented in a measurable way, so that all students achieve learning, thinking, and life skills necessary for success. Students are evaluated by a variety of learning, thinking, and life skills necessary for success. Students are evaluated by a variety of measures both formatively and summatively. Benchmarks tests in reading and math are administered three times per year to help teachers individualize student learning. Software assessing is used for progress monitoring to ensure that interventions are appropriate for student growth or a change is needed in the plan. The Early Intervention Checklist (EIP) is administered when a student enrolls in TCES to identify academic needs in reading and math. Other measures used to evaluate student progress include the Basic Literacy Test(BLT), GKIDS in Kindergarten, Fitnessgram for grades four and five and Scholastic inventories to measure the student Quantile and Lexile level. The state standardized test for 2015 is the Georgia Milestones Assessment.

Actions to Sustain Areas of Strength:

Continue to meet with representatives of all stakeholders annually to review the school-wide improvement plan and be included in the results from various surveys conducted throughout the year as well.

Areas in need of improvement and plans to improve these areas: 1.1

Communicating TCES vision, mission, and purpose will be a foremost concern as the school improvement plan is reviewed. Involving more stakeholders in the process of our school's vision, mission, and purpose for student success is a priority. Ensuring that the website is up to date, as well as school event calendars, and newsletters. Providing opportunities for stakeholder discussions at events such as Title I, School Council or PTSO meetings. Finally, encouraging stakeholders to read "We Are Towns County" our district wide informational brochure by providing copies in the school entry area and parent room.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	•Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Assurances, certifications •Communications about program regulations •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Job specific criteria •Representative supervision and evaluation reports	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength: 2.1, 2.6

Towns County Elementary follows the policies, procedures and guidelines established by the local Board of Education and implemented by the Towns County School System which provide support for the school's purpose and direction. Towns County Elementary operates under the leadership of the district office which provides instructional leadership, professional growth opportunities and support for all teachers and staff. Students are provided and ensured an equitable and challenging learning experience.

Using the TKES and LKES evaluation systems, administration and teachers are held accountable to all policies and procedures. Administrators conduct multiple observations, both formal and informal. Individual and grade level growth plans are developed by the teachers to set goals for professional development and growth. Teachers receive feedback from each evaluation to help them better their practice in order to increase student growth and achievement.

TCES leadership effectively and consistently communicates with stakeholder's events, academics and instructional programs. Information is communicated in weekly newsletter from teachers, system event calendar, the system website, administrator website and letters, the TCES student handbook, the TCES faculty handbook, PTSO meetings, Title I Meetings, grade-level meetings, faculty meetings, system leadership meetings, School Council Meetings, leadership team meetings. Power School Alerts notify parents with phone messages and parents are contacted electronically via email. TCES stakeholder feedback is obtained through surveys, PTSO meetings, Title I meetings and parent meetings. A parent resource room is available for families to use with a suggestion box that allows anonymity in leaving feedback about TCES. The administration practices an open door policy and welcomes parents to visit and express concerns and asks questions.

Action to Sustain Areas of Strength:

Towns County Elementary will continue to provide teachers with individual feedback about their practice through the TKES evaluation system.   Communication among stakeholders will continue that focuses on student growth and achievement.

Areas in Need of Improvement and Improvement Plan for These Areas: 2.5

Towns County Elementary will involve the School Council in the review of the School Improvement Plan. Having active stakeholder participation and engagement in our school would add to a sense of community and ownership by all involved.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Enrollment patterns for various courses •Descriptions of instructional techniques	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Administrative classroom observation protocols and logs	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Agendas and minutes of collaborative learning committees •Survey results •Examples of improvements to content and instructional practice resulting from collaboration	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Samples of exemplars used to guide and inform student learning	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Survey results •Description of formal adult advocate structures	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength: 3.3, 3.4, 3.11, 3.12

Towns County Elementary curriculum, instructional design and assessment practices guide and assure teacher effectiveness. Teachers and administrators work in grade level teams and departmental teams to ensure articulation and alignment of the state curriculum. Teachers are given both the flexibility and resources to meet the needs of all students.

The protection of instructional time is a priority with administrators, teachers and staff. Common planning time was established in order for teachers to plan, review data, coordinate interventions and flexible groupings. District Vertical Meetings are held once a semester to discuss alignment across the grade levels and between the schools on our campus. Faculty meetings are held monthly and focus on sharing information that will impact student learning and broaden teacher awareness of a specific topic such as College and Career Readiness Performance Index (CCRPI)

TCES highly qualified staff provides and coordinates learning support services to meet the unique learning needs of our students. Supports exists through 21st Century After School Programs, Reading Rescue, daily intervention time know as "Village Time", and STEM activities. In-school assemblies that are related to the standards are provided for our students such as science lessons- rocks and fossils, famous Americans and a study of the Constitution.

Actions to sustain areas of strength:

Overall, this standard is strength for TCES. The faculty and staff are nurturing and know the students by interacting with them daily. We will continue to build this lasting relationship with our students and families. Administration has implemented the TKES platform for all teachers in 2014-15 and will continue to use this evaluation process to provide feedback to them about their professional practices to promote student success. Professional development is strength of TCES teachers and continuing to do so will broaden the skill set among the teachers and encourage collaboration and sharing during common planning time.

Areas in Need of Improvement and Improvement Plan for These Areas: 3:5, 3:10

While teachers participate in collaborative learning communities to improve student learning, collaboration across grades levels and content areas needs to increase. Another area of need for teacher to collaborate is data analysis. TCES continues to add software that provides assessments that need teachers need further data training in and how to make adjustment in their instruction as a result of the assessments. TCES does have a Data Team meeting frequently but would benefit from more faculty and administrative support. Grading and reporting among the grade levels is an areas that needs to be clearly defined and information distributed to stakeholders by the administration in a timely fashion.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	•Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Safety committee responsibilities, meeting schedules, and minutes	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Student assessment system for identifying student needs •Survey results •Schedule of family services, e.g., parent classes, survival skills •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of EIP process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength: 4.1, 4.2, 4.3, 4.7

Safety of students, families, faculty and staff is a priority for Towns County Elementary and for our system. The custodial staff at TCES is dedicated to keeping our school safe and well maintained. A safety Protocol Plan has been developed with guidelines for emergencies. A copy of this plan has been distributed to faculty, staff and substitute teachers as well as in each school office, central office, and with the Towns County Sherriff Department and First Responders. A system School Resource Officer is on site to ensure safety for our students, faculty and staff. The school system campuses, including the inside of the buildings, are equipped with surveillance cameras that monitor continuously. TCES is equipped with automatic lock doors that require a key code to be used upon entry. Visitors wait in a foyer prior to being buzzed into the main hallway. Sign-in is required with reason for visitation and name tags worn when in the building. Administration is visual in the building monitoring and maintaining limited interruptions to instruction and ensuring a clean, healthy and safe learning environment.

All volunteers are fingerprinted and undergo a background check before working with students as well as mentors. Mandated Reported Compliance, Code of Ethics, Blood borne Pathogens, Ethical Use of Social Media and Sexual Misconduct training is completed each year by all faculty and staff in an online platform. Each month, TCES participates in emergency drills each month fire, severe weather, evacuation or lock down procedures. Throughout the year safety/crisis plans are reviewed with faculty and staff members and students. Meetings with the Sherriff's Department, First Responders and other community agencies takes place yearly to update any changes in the Safety plan.

Towns County Elementary employs 37 highly certified teachers and 28 non-certified staff members. Thirteen faculty members hold a Bachelors degree, five have Master's Degrees, Sixteen have Specialist Degree and two hold a Doctorate Degree. We are fortunate that we have a Board of Education and community that supports our teachers and having the assistance of Para-professionals. Kindergarten and First grade have full times Para-professional's in the classrooms. Grade Two shares two, Grade 3 shares one. A Para-professional is available to assist in the Media Center and working with grades 4 and 5 teacher needs. The average class size for grades K-2 is twenty-two students and for grades 3-5 the average is eighteen students.

Actions to Sustain Areas of Strength: Grades 3-5 are departmentalized with four teachers in each of those grades. We added a fourth teacher in the third grade due to departmentalization this school year and a result has been larger class sizes in Kindergarten.   We hope to add four teachers back in Kindergarten and grade two for the 2015-2016 school year and bring the class size down to eighteen. Administration is committed to seeing that instructional time is maximized throughout the school day and will emphasis a workable schedule for all.

A well-maintained and safe, clean and healthy environment will continue to be a top priority and faculty input will be welcomed as to ways to improve in safety measures. The community is planning on re-painting the equipment on playground and upgrading the mulch/flooring around the slides and climbing equipment in the spring to sustain that area of our facility. Administration will support the instructional needs of each student as budget needs are assessed and teacher requests made.

TCES has Career Awareness Lessons being taught at each grade level as required by CCRPI. Students are provided with hands-on lessons for each of the career clusters. Our guidance counselor is implementing career skills that our students will need to be productive in the future work force. In addition to Career Awareness Lessons, a career day or fair is needed where students can have opportunities to learn about various careers, many of which are locally based. The Career Day could be held either in the fall or spring of the school year.

Areas in Need of Improvement and Improvement Plan for These Areas: 4.4, 4.5,

Students and school personnel use a range of media and information resources to support TCES's educational programs. More support is needed for the media center in terms of student computers, books for student check out, and teacher resources.

Technology is a priority at TCES. With the upcoming state assessment and students expected to be tested online by the year 2017, our school must be proactive. We have a need to upgrade a second computer lab; teachers need new lap tops and student computers in the classrooms. TCES has sufficient software, for now, but the student's need to Chrome Books for Ipads. If they are going to be tested on line, keyboarding and computer programming is a skill all must be exposed to. TCES would like to see a faculty or staff member teaching both subjects in a computer lab as part of the instructional day. Coding activities in STEM lab would be beneficial for career investigations for

TCES students with a certified teacher instructing as we work toward STEM certification.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Documentation of attendance and training related to data use •Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength: 5:1, 5:2, 5:5

Towns County Elementary continuously uses date to guide and improve student learning. TCES uses a variety of assessment to meet student's needs. In the area of reading, a Scholastic program is used to measure Lexile gains call Scholastic Reading Inventory. Other measures for reading include the Early Intervention Checklist (EIP), Basic Literacy Test (BLT), and Easy CBM for progress monitoring and benchmarking, summative assessments such as end of unit tests and formative assessments. In mathematics, students are administered the EIP checklist, Scholastic Math Inventory, Easy CBM and summative/formative assessments. TCES utilizes various software programs for assessing student performance such as Study Island, IXL for Math and Fast Math.

Beginning in 2014, students in Art, Music and Physical Education are assessed with a pre and post Student Learning Objective or SLO's as well as any grade where a state test is not administered for two consecutive years for example grade three or kindergarten. Other state required testing includes the Georgia Kindergarten of Developing Skills (GKIDS) and the Fitness Gram both throughout the year. The Georgia Milestones will be the new state assessment for the 2015 school year for grades 3-5.

The student assessment system for TCES is Power School and teachers are trained on any changes each school year. The Georgia State Longitudinal Data System (SLDS) is an accessed on Power School and is where teachers have access to previous standardized testing data on individual students and also their growth model reports from previous years. Training has been provided for SLDS and the growth models. Information about data and school progress such as College Career Readiness Performance Index CCRPI scores that were released in December 2014 is shared with all stakeholders on a regular basis.

Actions to Sustain Areas of Strength:

The administration will continue to provide faculty and staff with the necessary tools for continuous improvement. The System Vertical Team

meetings will continue to ensure that assessments are consistent measures across classrooms, content areas and grade levels.

Areas in Need of Improvement and Improvement Plan for These Areas: 5.3, 5.4

Professional development and training in the area of data interpretation is a need. TCES has a Data Team and more teacher involvement is needed so data discussions can take place more frequently at grade level meetings to improve flexible student groups, interventions and data interpretation. A change to state testing and evaluation such as growth models and SLO's requires that Professional Development be provided for teachers.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 3.67

Standard 2: Governance and Leadership — 3.33

Standard 3: Teaching and Assessing for Learning — 3.67

Standard 4: Resources and Support Systems — 3.14

Standard 5: Using Results for Continuous Improvement — 3
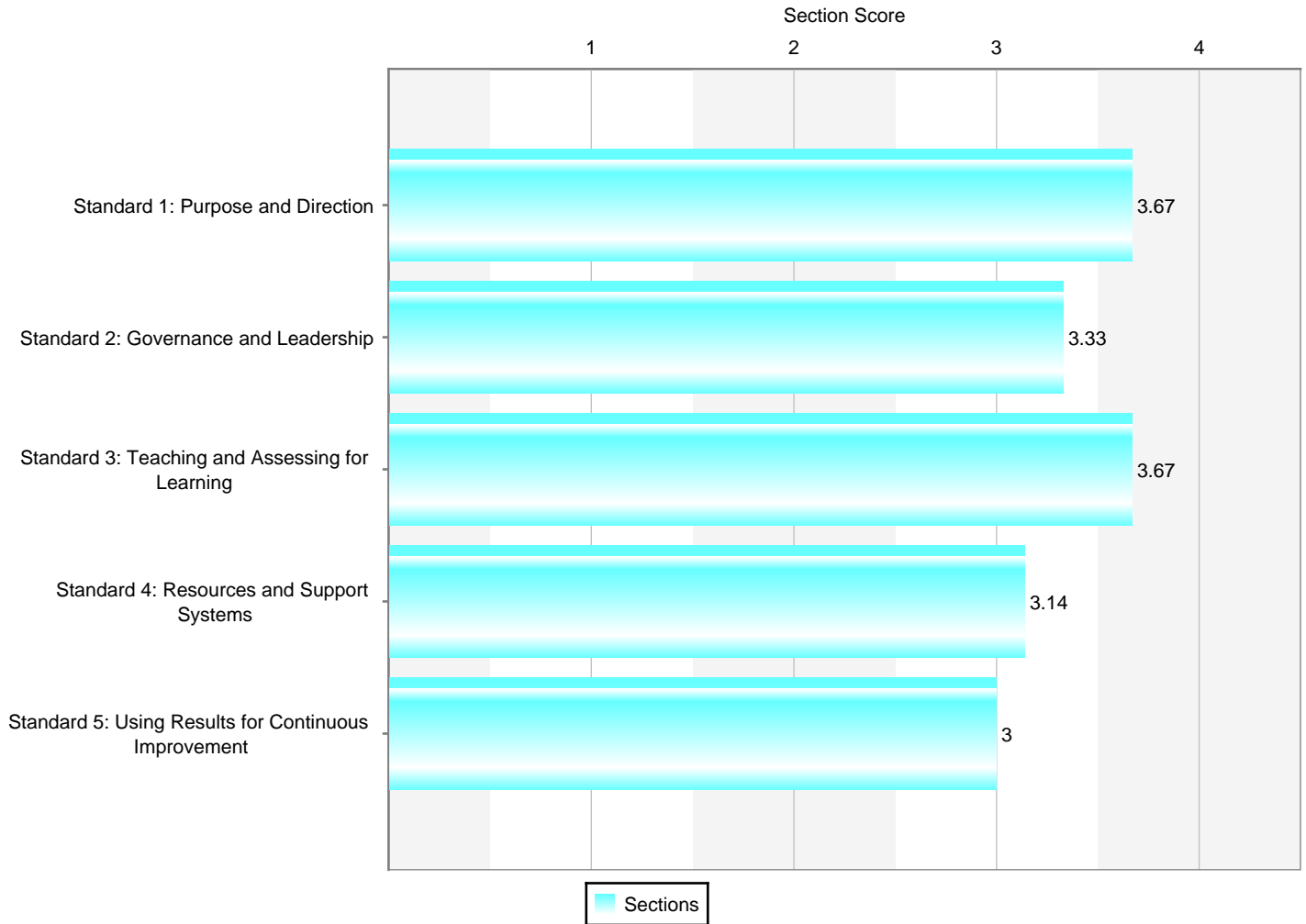
Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Towns County Elementary School has completed a Word document for the Stakeholder Feedback Data Document. See Attached	Stakeholder Feedback Data Document TCES

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

All standards scored at 3.94 or higher. The most notable scores were reported for standards one and four. Towns County Elementary is focused on continuous improvement and committed to high expectations for all students. The success and well being of students are important at Towns County Elementary.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

One of the highest levels of approval was indicator 4.3 pertaining to the facilities, services, and equipment. This speaks to the efforts given to provide a safe, clean, and healthy environment for all students and staff.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The annual district needs assessment and other surveys providing information about school climate reports a positive attitude toward the safe environment of Towns County Elementary. In keeping with one of the areas that did not score high in comparison to other indicators, parental involvement showed up as a need from some stakeholders. While a parent volunteer program is in place additional funding to support the background check requirement would be beneficial. This would provide the opportunity for more volunteers to become involved at Towns County Elementary.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

One of the lowest levels of satisfaction is reported for 3.7. Responses to the survey find some discontentment with mentoring, coaching, and induction programs. The district has had a low turnover rate for many years. While a mentor program has been in place for many years the need and knowledge of the program was minimal. The 2014-2015 year was an unusual year with 15 new teachers across the system. This in turn prompted the district office to improve the existing program and give clearer instructions related to expectations and provide more support for the program. While this is an area of continuous improvement it would be beneficial to provide more information to stakeholders about the program.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Utilizing survey results, standards review sessions, and other needs assessment tools, there is some indication that a trend toward decreasing stakeholder satisfaction or approval in the governing body and leadership at all level regarding autonomy to meet goals for achievement and instruction. Additional training is needed to provide information to stakeholders about the decision making process.

**What are the implications for these stakeholder perceptions?**

The perceptions of the stakeholders, if handled appropriately can have positive implication for the school. For many, what is perceived is what they believe to be reality. While we use a variety of means to communicate with our stakeholders we need to look at these methods to maximize the potential communication with all stakeholders.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

In looking at results from various surveys, discussions with the School Council, needs assessments, and Leadership Team discussions some consistency is present. Different questions with different working can result in differing outcomes. Data have been reviewed with the goal of action plans for future improvement.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3

Sections
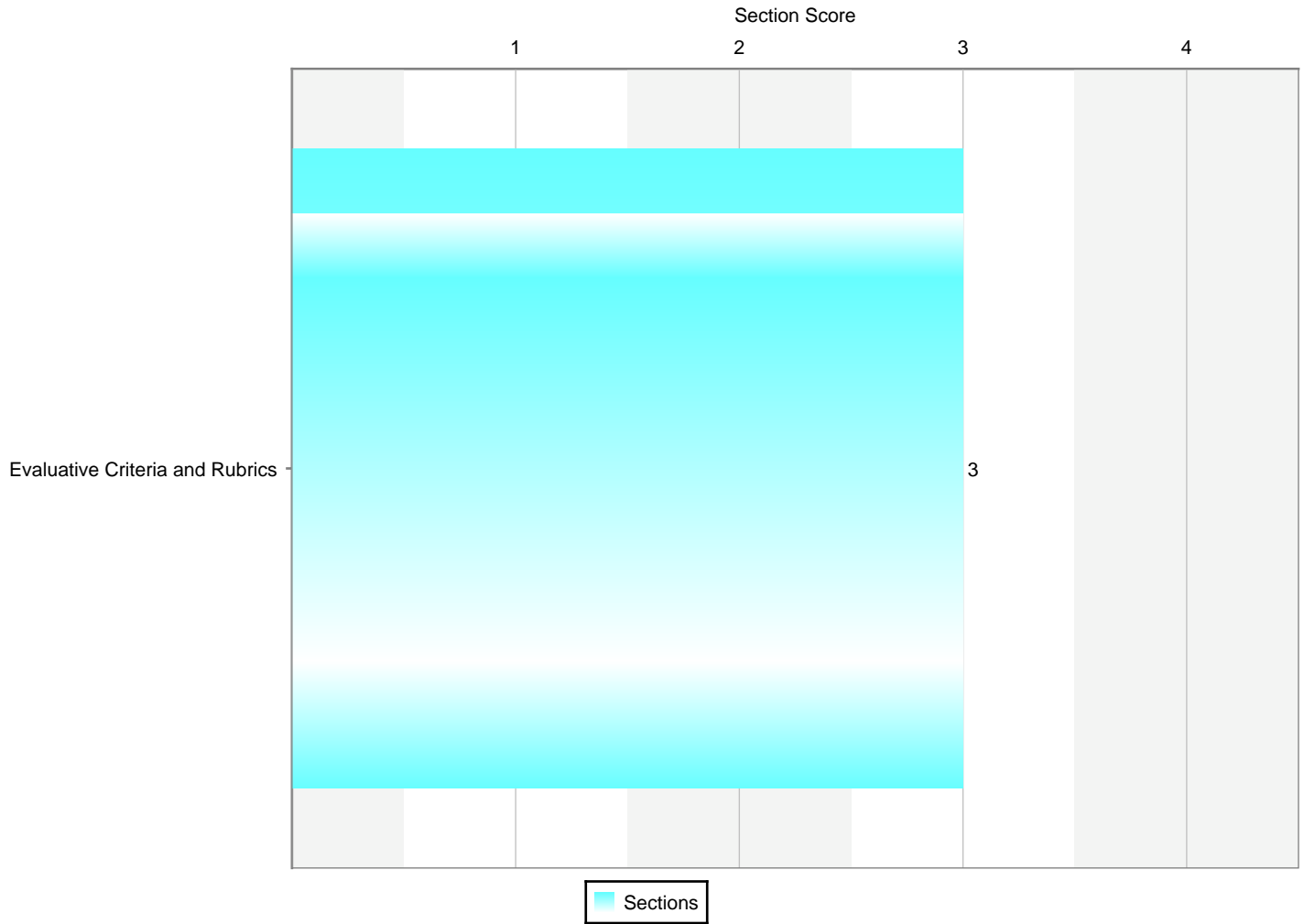
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Towns County Elementary Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	**Response**	**Rating**
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Reading is an area of achievement above the expected level of performance. In 2013, Towns County Elementary had a 96.1% pass rate compared to the state at 94.2% in Reading. In 2014, we had a 98.5% passage rate in Reading, while the state of Georgia was at 94.2%. Fourth grade Reading, in 2014, placed second overall in our RESA district with a 98.6% pass rate, while fifth grade Reading placed first with a 100% of students passing.

In 2014, Fourth grade Science and Social Studies scored above the expected level of performance. The state pass average in Science was 85.9%, while Towns County Elementary had a 97.2 % pass rate. This placed us first in our RESA district in fourth grade Science. Fourth grade Social Studies also made notable achievements in 2014. They scored at a 97.2% pass rate with the state average being 86.5%. This pass rate placed fourth grade Social Studies second in RESA. Fourth grade Social Studies also had the highest exceeds rate in our RESA with 55.6% of students exceeding the standard.

Describe the area(s) that show a positive trend in performance.

Reading is a strength for TCES. In 2014, grade five had a 100% passage rate which placed Towns County Elementary first in the RESA district. We are seeing improvement in our Reading scores. For example, in 2013 third grade had a pass percentage of 91.04% in reading on the CRCT. This same group of students in fourth grade had a 98.61% pass rate on the 2014 CRCT.   Each grade level achieved pass rates above 95% in grades three through five.

Also, Science and Social Studies scores have shown great improvements. In 2013, students in grade three Science scored at 81.16% passing and in the fourth grade, in 2014, these same students scored at a 97.2% pass rate. The fourth grade science scores were first in our RESA for 2014. Social Studies scores in third grade 2013 scored a 76.81% pass rate on the CRCT and then in 2014, this same group of students had a 97.2% pass rate. In 2013 our fifth grade Social Studies scores were first in the RESA and in 2014 grade four scores were second in RESA.

Which area(s) indicate the overall highest performance?

Scores indicate that Reading has the overall highest performance at Towns County Elementary School. In 2013, 96.1% of all students passed the Reading portion of the CRCT. 2014 reports show that 98.6% of all students at TCES passed Reading, with 54.5% of those exceeding the standard. 100% of students in fifth grade in 2014 passed Reading. Grade 4 was second in our RESA in 2014 for Reading, while 5th grade placed first in the RESA.

Notable gains are being made in 4th grade Science and Social Studies, as well. The pass rate for Science students moving from third grade to fourth grade rose 16% in 2014, while their exceeds rate increased 25%. In Social Studies, these same students increased their pass rate 20.4%, while their exceeds rate increased from 17.4% in 2013 to 55.6% in 2014.

Which subgroup(s) show a trend toward increasing performance?

The white subgroup shows a trend to increasing performance in the subjects Reading and Social Studies. CRCT results show a decrease in the number of students that did not meet the standard in Reading from 3.9% in 2012 to 2.8% in 2013 and then down to 1.1% in 2014. The exceeds rate rose each year for this subgroup from 46.1% to 54%. In Social Studies, the white subgroup had 13.8% of students to not meet the standard in 2012, 10.3% in 2013, and 6.7% in 2014. Here again, the number of students to exceed the standard rose from 31.4% to 48.7%.

Another subgroup that has shown an increase in performance is Students without Disabilities. In the subject Social Studies, the percentage of students not meeting the standard decreased from 10.1% in 2012 to 7.7% in 2013 and then down to 2.7% in 2014. At the same time, the rate for which students exceeded the standard rose from 32.2% to 54%.

The Economically Disadvantaged subgroup has also made gains in performance in Social Studies from 2012 to 2014. Students not meeting the standard have decreased from 18.2% in 2012 to 7.7% in 2014, while the exceeds rate has increased from 18.8% to 38.5%.

Between which subgroups is the achievement gap closing?

At Towns County Elementary the achievement gap is closing for the white and economically disadvantaged children. In reading, the percentage of students not meeting the standard is at 1.1%, While the exceeds rate is 54%. The number of students in social studies who are not meeting the standard has dropped from 18% to 7%. From this same group of students more are performing at the exceeds rate rising from 19% in 2012 to 39% in 2014.

Which of the above reported findings are consistent with findings from other data sources?

The information related to test scores previously submitted is consistent with the findings related to the College and Career Readiness Performance Index or CCRPI score for Towns County Elementary. The information related to achievement gap was evident in the flags published in this report. While there are areas that we can improve Towns County Elementary had the second highest CCRPI score in the RESA.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

The grade levels that are below the state on the 2014 CRCT are Grade 4 in ELA with a 87% passing percentage which one point below the state average percent passing rate of 88%. The second area of achievement that is below the expected state percentage passing is fifth grade mathematics with an 86% passing percentage. The state passing percentage for fifth grade mathematics in 2014 was 87%.

Describe the area(s) that show a negative trend in performance.

A negative trend according to the 2014 CCRPI data is the performance the white subgroup students at TCES in both ELA and Mathematics. White students are meeting the participation rate and state performance targets in ELA but not the subgroup performance target. In mathematics, a negative performance trend is the white subgroup meeting participation rate not meeting either the state or subgroup performance targets.

Which area(s) indicate the overall lowest performance?

An area of low achievement is English Language Arts (ELA). In 2013, the third grade scored a pass percentage of 85 % on the CRCT. In 2014, this same group of students scored 87% percent passing in ELA which is a two point improvement but overall our school is scoring low in this area.

Which subgroup(s) show a trend toward decreasing performance?

The three groups that are showing a decrease in performance at TCES are the students with disabilities, economically disadvantaged and white students in the area of mathematics. On the 2014 CCRPI, the data indicates that three of the above subgroups met the participation rate, but did not meet either the state or subgroup performance targets in English Language Arts. Students with disabilities have a performance flag in the area of science as well.

Between which subgroups is the achievement gap becoming greater?

The subgroup that is showing the achievement gap remaining steady at TCES is the students with disabilities. The data from the 2015, CCRPI reveals white students did not met the subgroup performance target in mathematics. The 2014, CRCT passing percentages for mathematics was 84.85% in grade three, 88.89% in grade four and 87.01% in grade five.

**Which of the above reported findings are consistent with findings from other data sources?**

At TCES, we use Scholastic software to benchmark our students in reading and math at least three times per year. The data indicates that

the number of students who are beginning readers on the Scholastic Inventory has decreased from twenty-nine students in grade two in the fall of 2014 to four students as indicated on the winter assessments. This scholastic program assesses student Lexiles in reading or the difficulty of text that a student is able to comprehend. Students in first grade were administered the inventory in the winter of 2014 and in alignment with the CRCT and CCRPI, the results show that our young students are comprehending what they are reading. Another data sources is the Iowa Tests of Basic Skills, a national nor med-referenced test that we administer every two years to our first and second graders to compare our students performance to others students in the nation. In 2015, nineteen first and second graders scored at or above the 90% percentile in either math or reading and will tested further for gifted eligibility. TCES teachers administer Easy CBM, Scholastic Math Inventories and IKAN math assessments for students quantile scores, fluency and gaps in mathematical foundations.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.25
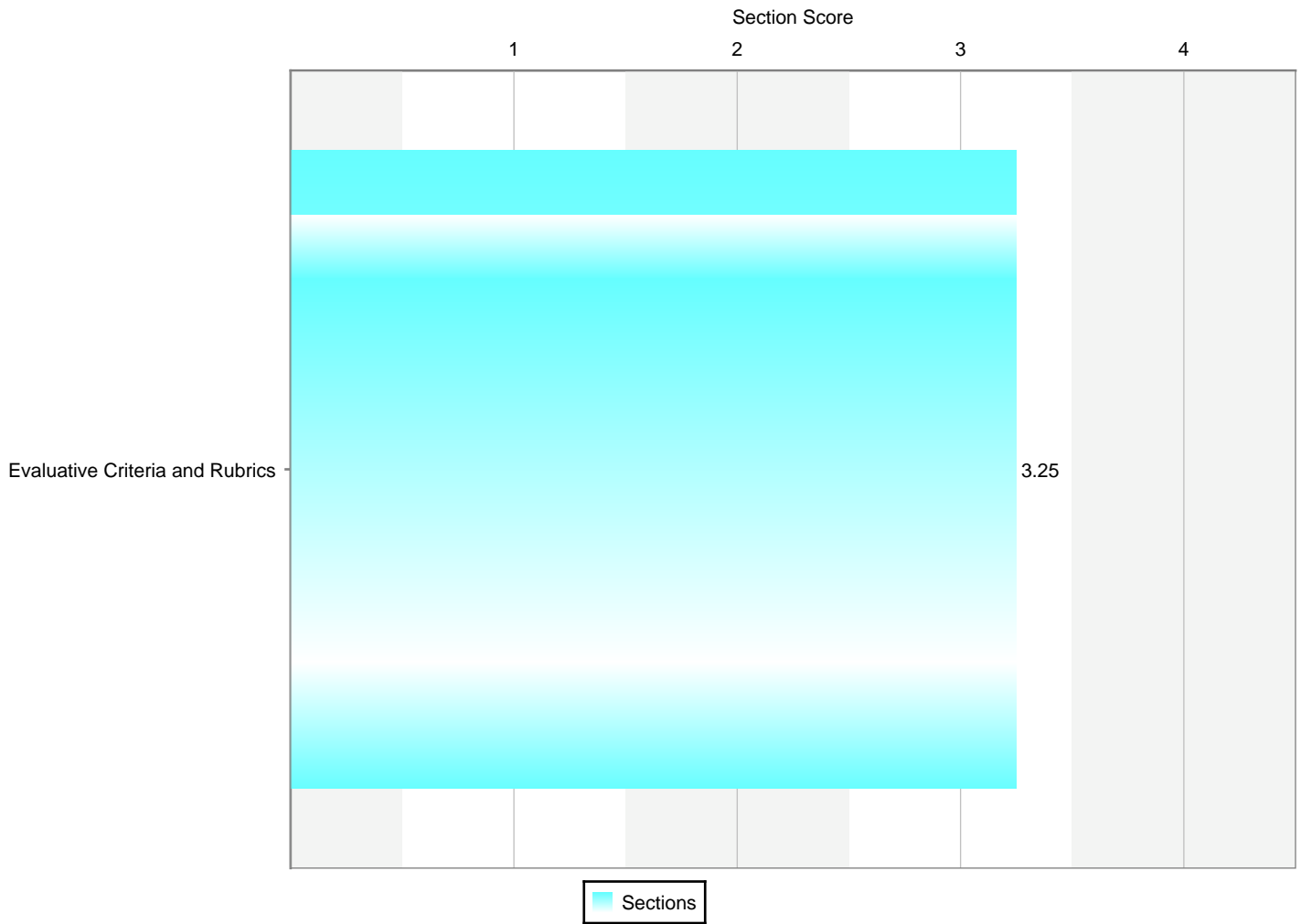
Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		Towns County Elementary School Improvement Plan