



# **Accreditation Report**

**Towns County Middle 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 Middle School (TCMS) is located in Hiawassee, Georgia which is in the heart of Georgia's Appalachian Mountains. Beautiful mountains and lakes surround the school which currently has 250 students. Towns County is home to Brasstown Bald, which is the highest point in Georgia and Lake Chatuge, which is a Tennessee Valley Authority (TVA) lake. The peak of Brasstown Bald and Lake Chatuge provide the setting for a beautiful campus.

TCMS shares a campus with Towns County Elementary School (TCES) and Towns County High School (TCHS). Each school operates independently on the shared campus. The TCMS faculty and staff include one principal, one counselor, and 18 teachers. Support staff consisting of office personnel, paraprofessionals, custodians, School Resource Officer and cafeteria workers add another 15 staff members which are shared with TCHS.

Towns County is a rural northeast Georgia mountain community. As with most rural mountain communities, there is little cultural diversity. The community does have a strong work ethic and the citizens work closely together to support their schools. The student demographics of TCMS reflect the rural mountain community. The student body of Towns County Middle School is 99% white. The socioeconomic profile reveals that over 60% of the student population is economically disadvantaged and qualify for free or reduced lunch. The staff of TCMS represents the demographics of the school and community. There are no minority teachers at TCMS.

Towns County is comprised of 110,000 acres of land. The federal, state, and local governments own 57,000 acres. The remaining 53,000 acres are privately owned. This results in 52% of the land being non-taxed for educational purposes. The current population of Towns County is estimated to be 10,459, which reflects a 12% increase from the year 2000. There are 3,407 homes in Towns County.

Towns County has become a preferred relocation site for retirees. This contributes to the fact that the population under 18 is 14.9% and population 65 and older is 30.7%.

In 2012, the median family income for Towns County was \$35,843.00. The state of Georgia median family income for 2012 was \$47,895.00. Greater than 60% of the students at Towns County Middle School qualify for free or reduced lunch. Despite these facts, the high value of mountain and lake property has made the State of Georgia consider Towns County one of the richest counties in the state.

Towns County does not have access to interstate highways or railways. This has limited the community in their quest to attract business and industry. The largest employment sector in Towns County is hospitality and tourism. Young Harris College is located in Towns County. Young Harris College is a private post-secondary institution and it is the largest single employer in the county.

Towns County Middle School is excited about the future. We seek to fulfill our vision to provide the environment and opportunities for our students to be successful in middle school and beyond.

## **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 School's Vision

Towns County Schools shall provide an exceptional education for all students in a safe, caring environment that develops lifelong learners who become responsible, independent thinkers, and productive citizens.

### Towns County School's Mission

The mission of Towns County Schools is that all students will achieve at their highest potential.

### Towns County Middle School's Mission

The mission of Towns County Middle School is to inspire every teacher and student to think, to learn, and to achieve at their highest potential.

### Towns County School's Beliefs

- Students require a safe environment in which to learn.
- Students learn best when provided challenging, rigorous educational opportunities utilizing current best practices.
- Extra-curricular activities are important for the development of well-rounded students.
- Effective teaching strategies guide students to actively engage in problem solving and higher order thinking skills that energize and maximize learning for all students.
- The educational process involves shared responsibilities, communication, and collaboration among home, school, and community.

Towns County Middle School seeks to meet the academic needs of all students. Our system improvement plan reflects our commitment to the success of our students.

## **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.**

Over the past two years, Towns County Middle School (TCMS) has seen remarkable results in regards to student achievement.

Towns County Middle School was named a 2012 Georgia School of Excellence

TCMS named 2014 as a Title 1 Reward School in both Highest Progress and Highest Achievement

- TCMS was 1 of only 2 schools in the State to receive both awards

CRCT Success:

- CRCT scores for 2012 were higher than any other school in our RESA

- Writing scores in the 90% range for the second year in a row

2013 CRCT Pass Rate

- 7th grade Social Studies ranked 1st in the State

- 8th grade Social Studies ranked 4th in State

- 7th grade Science ranked 5th in State

- 7th grade Math & Reading, 6th grade Science & Social Studies all ranked in top 25 in the State

- 8th grade ELA ranked 2nd in State

2013 CRCT Exceeds Rate

- 8th grade Social Studies ranked 2nd in State

- 7th grade Reading ranked 9th in State

- 8th grade reading ranked 9th in State

- 6th grade ELA ranked 10th in State

- Lowest score still in the top 44% of the State

2014 CRCT Pass Rate

- 7th grade Social Studies ranked 1st in the State

- 8th grade Social Studies ranked 1st in the State

- 7th grade ELA, 7th grade Social Studies, and 8th grade Georgia History are ranked 1st in RESA

- 7th grade Science and 8th grade ELA ranked 2nd in RESA

- 6th grade Science, 6th grade Social Studies, 7th grade Reading, 7th grade Math and 8th grade Math ranked 3rd in RESA!

2014 CRCT Exceeds Rate

- 8th grade Georgia History ranked 1st in State

- 8th grade Georgia History ranked 1st in RESA

- 8th grade Reading and 8th grade ELA ranked 2nd in RESA

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- 6th grade Reading, 6th grade Science, 6th grade Social Studies and 8th grade Science ranked 3rd in RESA

### AYP Success:

TCMS met AYP each year 2005 - 2011 (7 years)

### CCRPI Success:

2012

- TCMS Total Score 95.7
- State Average Score 74.6
- TCMS ranked number 6 in state out of 586 middle schools

2013

- TCMS Total Score 84.7
- State Average Score 74.6
- TCMS ranked number 153 in state out of 586 middle schools

2014

- TCMS Total Score 91.2
- State Average Score 73.2
- TCMS ranked number 2 in Pioneer RESA District
- TCMS ranked number 40 in state out of 586 middle schools

### Academic Enhancement Success:

2012-2013

- Gifted program allows students to explore and grow in their gifted areas
- Georgia Council for School Studies (GCSS) Regional competition - 3 of 4 projects qualified for GCSS State Fair - TCMS had a State Winner
- TCMS Hosted a Robotics Tournament
- Multiple integrations of new technology into Language Arts - Weebly, Wikispaces, and WebQuest
- TCMS students used Microsoft Story Editor to create, edit and narrate movies based upon their chosen library book
- Students participated in the Spelling Bee and Patriot's Pen Essay Contest
- TCMS participated in the Science Olympiad

2013-2014

- The 4th Annual Spelling Bee was Won by the TCMS
- Robotics won the Robot Performance Award and Qualified for the State Competition
- TCMS had a student qualify for the Georgia Council for Social Studies (GCSS) for the second year in a row

### Athletic Success:

2012-2013

- MS Girls Soccer team had a winning season, and one TCMS 7th grade player traveled to Italy to play on the Olympic Development Team

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- MS Wrestling program brought home tournament trophies - 3 - 3rd Place & 1 - 2nd Place
- TCMS Boys Basketball & Baseball teams finish with winning seasons

2013-2014

- TCMS wrestling finished 3rd at Tiger Invitational and 3rd at King of the Mountain Tournament
- TCMS Girls Cross Country won the 2013 Regional Championship

## **Additional Information**

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

The Towns County Board of Education, students, and staff members would like to thank you for your interest in our schools. As a small school district we take a great deal of pride in focusing on each individual student and their needs. As our mission statement says, we are committed to helping each of our students reach their highest potential.

# 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.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 4

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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.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The school continuous improvement plan</li> </ul>	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: 1.3

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. At Towns County Middle School (TCMS) we have added an on-line professional development program (Edivation) for our teachers and staff. The teachers can access this program from their computer, incorporate what they have learned into their classroom, and gain PLU'S without leaving campus. Teachers have received professional development in the area of differentiated instruction to increase student success. The 21stCentury is an after school program available to students school wide and assists them with all areas of academics and homework. This program also provides any student with attendance/tardy issues a way to recover time missed from the classroom. Other differentiated programs at TCMS include gifted, honors classes, special education services, and remedial academic connections classes.

Areas of Weakness: 1.1

No standard one indicators were rated below a three, but TCMS believes it could do a better job communicating beyond school the purpose and achievement of student success. TCMS wants to see increased inclusion of external stakeholder involvement in the planning and communicating student success. Several methods of communication currently exist, but are school driven (website, PowerSchool, progress reports, report cards, student agendas, texts, e-mails, newsletters from grade levels, etc.) The goal of TCMS is to increase participation of external stakeholders in school and student achievement.

## 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 support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> </ul>	Level 3

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.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 3

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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.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•Vision, Mission, and Belief Statements</li> </ul>	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 consistently 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' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•examples of grade level parent group email correspondence Agendas from School Council Meetings</li> </ul>	Level 4

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.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> <li>•Representative supervision and evaluation reports</li> </ul>	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: 2.5, 2.6

TCMS leadership consistently communicates effectively with different stakeholders to ensure awareness of events, academics, and instructional programs. Each grade level has parent e-mails that they can send messages about upcoming events. Teachers make phone contacts as needed along with texting as an option. Our school council which consists of TCMS parents is made aware of the school's progress, and achievements. The school council also makes any suggestions they feel would benefit the school.

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Surveys, social media, school's website, report cards, emails are all examples of how leadership remains proactive in its effort to incorporate stakeholders in the school's mission.

TCMS wants to prepare our students for the next level of education. Professional leadership, staff supervision, and teacher evaluations are a way to accomplish this. Teachers are regularly supervised and evaluated by administration walk through. (Teacher Keys Effectiveness) Our teachers are also encouraged to do professional learning training in order to have continued success at TCMS.

Area of Weakness: 2.2

At TCMS, the teachers would like to have a better understanding of the governing body's decisions and actions as they relate to policy issues. The teachers appreciate the continued support of the governing body.

### 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: 3.42

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. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> </ul>	Level 3

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.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 4

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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.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Interdisciplinary projects</li> </ul>	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 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.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive 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 are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes 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 timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 3

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.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> </ul>	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.	<ul style="list-style-type: none"> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> </ul>	Level 4

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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. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"><li>•List of students matched to adult advocate</li><li>•Survey results</li></ul>	Level 3

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.	All teachers consistently 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 without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"><li>•Evaluation process for grading and reporting practices</li><li>•Sample report cards for each grade level and for all courses</li><li>•Sample communications to stakeholders about grading and reporting</li><li>•Policies, processes, and procedures on grading and reporting</li></ul>	Level 4

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 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. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"><li>•Brief explanation of alignment between professional learning and identified needs</li><li>•Professional Learning Feedback Form</li></ul>	Level 3

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 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 learning support services to all students.	<ul style="list-style-type: none"><li>•List of learning support services and student population served by such services</li><li>•Data used to identify unique learning needs of students</li></ul>	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.**

Area of Strength: 3.2, 3.3

Towns County Middle School is continuously using data to look at areas of need and strength in student learning. TCMS conducts vertical team meetings to look at areas that students need to improve on and areas where success is evident. Vertical team meetings allow teachers to work in grade levels and departmental teams to align the curriculum. Our teachers and staff are trained on new programs and curriculum to better increase student achievement when needed. Benchmark assessments have also been given to students to provide an overview to the grade levels and school about student success.

TCMS has a highly qualified teaching staff that establishes high expectations for their students. Administrators work very hard at protecting instructional time for their teachers and students. Teachers use a wide variety of instructional strategies that require students to apply the skills they have been taught. TCMS has also acquired a classroom set of I-pads that are incorporated into classroom lessons along with the TCMS computer lab that is available for teachers to use with students.

Area of Weakness: 3.9

TCMS would like for school personnel to continue improve upon building long term interactions with individual students.

## 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: 3.0

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.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Documentation of highly qualified staff</li> </ul>	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.	<ul style="list-style-type: none"> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul>	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 created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 3

# Accreditation Report

Towns County Middle School

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.	<ul style="list-style-type: none"><li>•Budget related to media and information resource acquisition</li><li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li></ul>	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.	<ul style="list-style-type: none"><li>•Technology plan and budget to improve technology services and infrastructure</li><li>•Survey results</li></ul>	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.	<ul style="list-style-type: none"><li>•Agreements with school community agencies for student-family support</li><li>•Schedule of family services, e.g., parent classes, survival skills</li><li>•List of support services available to students</li></ul>	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.	<ul style="list-style-type: none"><li>•Budget for counseling, assessment, referral, educational and career planning</li><li>•Description of IEP process</li><li>•Description of referral process</li></ul>	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, 4.3

TCMS has a very knowledgeable and dedicated staff. All professional and support staff are highly qualified and support the mission

## Accreditation Report

Towns County Middle School

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statement of the middle school. Many TCMS teachers have 10 or more years teaching experience and have pursued advanced degrees. The average class size for grades 6-8 is around 21 students. TCMS has many outstanding accomplishments such as being named School of Excellence, Title 1 Reward School, and ranked #1 in CCRPI, along with great standings in RESA, and State rankings.

In spite of furlough days and budget cuts over the past few years, TCMS has retained most of their teachers. The school has kept a supportive, positive work place environment which makes for great morale of faculty and staff.

Safety has been top priority for our school and our system. The school maintains a safe, clean, and healthy environment. The school along with the grounds is well maintained. Our school shares a School Resource Officer that is available to ensure our safety for students and staff. TCMS practices fire drills, severe weather drills, and lock down procedures to ensure the students and staff knows what to do in case any of these events should occur. All visitors to TCMS are required to check in at the front office and acquire a visitor's badge after verifying their reason for being there. The school is equipped with automatic lock doors that require a key code to be used to enter. Faculty and staff are required to complete a yearly compliance module in the areas of Code of Ethics, Mandated Reporter, Bloodborne Pathogens, Ethical Use of Social Media, and Sexual Conduct. TCMS has a full time school nurse that is available to students at any time during the school day.

Areas in need of improvement: 4.2, 4.5

TCMS faculty and staff realize that due to the economic climate and the stress on the LEA budget, it is difficult to maintain the material resources needed for the school. We applaud the leadership for maintaining current, textbooks, workbooks, and other resources that are vital for achieving the school's purpose and direction. The faculty and staff need to acquire more training on how to use technology, hands-on based activities, and small group activities. Teachers realize the importance of technology and how it enhances student learning. In order for TCMS to maintain educational success, we must continually upgrade our technology and infrastructure.

## 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: 3.4

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 use an 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 classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	Level 3

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.	<ul style="list-style-type: none"> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	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 regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Documentation of attendance and training related to data use</li> </ul>	Level 4

# Accreditation Report

Towns County Middle School

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.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently 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.	<ul style="list-style-type: none"><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Description of process for analyzing data to determine verifiable improvement in student learning</li><li>•Examples of use of results to evaluate continuous improvement action plans</li><li>•Evidence of student growth</li></ul>	Level 3

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 and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"><li>•Minutes of board meetings regarding achievement of student learning goals</li><li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li></ul>	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: 5.5

TCMS believes it has strong leadership that monitors and communicates information about student learning, and conditions that support learning. Administration at TCMS has created an environment of success for both teachers and students. Presentations from our administration about how our students have done and where they place in the RESA is presented at the beginning of each school year. This information is also shared with school council members and other external stakeholders.

TCMS students take benchmarks to see how they are doing and what areas are in need of improvement. Students in Computer, Chorus, and PE are assessed through yearly Student Learning Objectives and the Fitness test in PE. TCMS teachers receive a compilation of scores for their students from the previous school year to review. Our school website contains a PowerPoint presentation of all student/school successes for everyone to view.

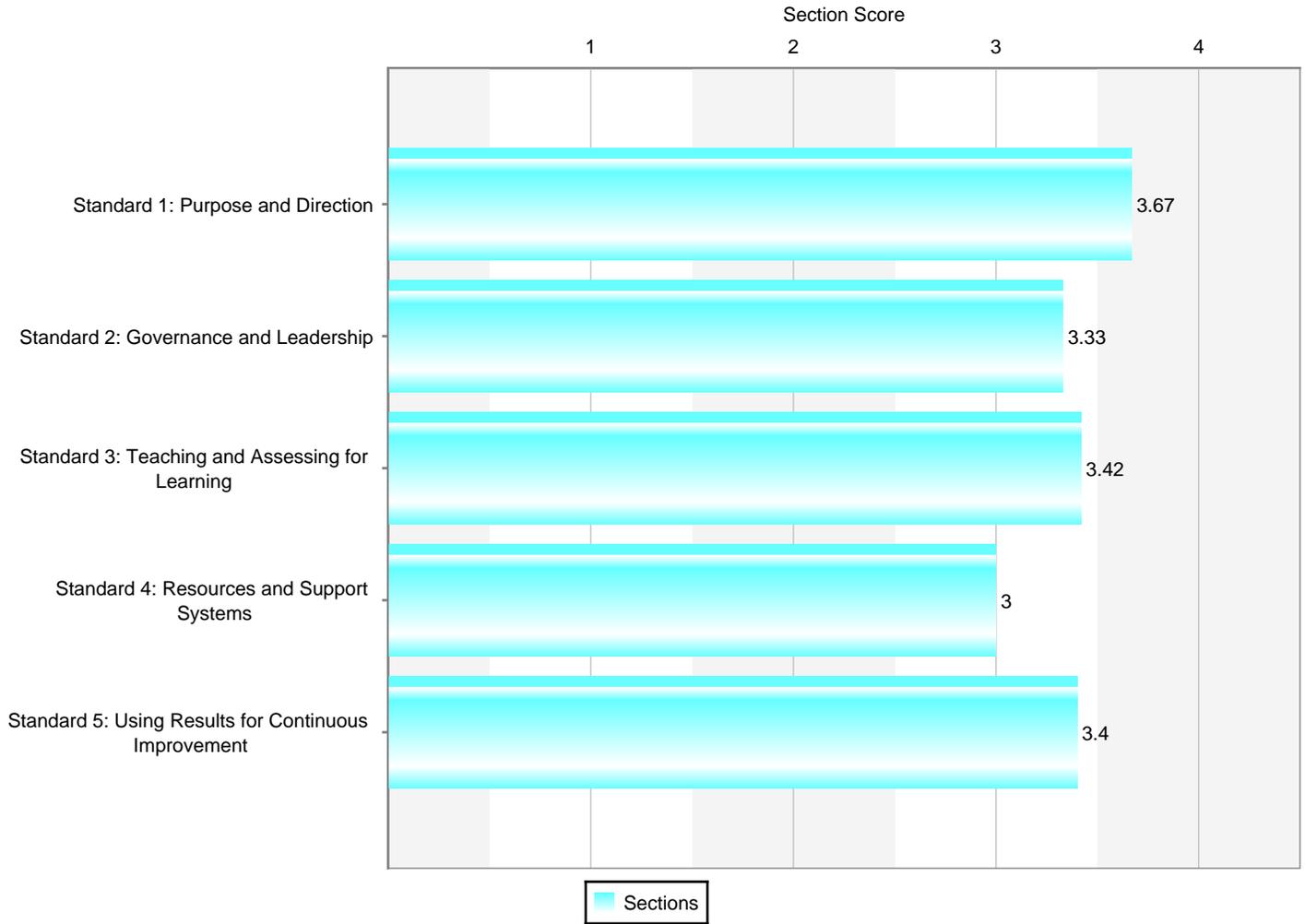
Area of Weakness: 5.3

Teachers and staff at TCMS realize that due to funding it makes it difficult to receive necessary training in the evaluation and use of data. Constant changes in data and how we evaluate it makes it difficult to keep up with how to read and interpret. We find that when we get acquainted with a program, it either is replaced or we end up not using that particular program. TCMS realizes that professional

development in the area of data interpretation will continue to be a need.

## Report Summary

### Scores By Section



# 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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Towns County Middle School has completed a Word document for the Stakeholder Feedback Data Document. See attachment	TCMS Stakeholder Feedback Document

## 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 an average of 3.85 or higher. Standard 1 indicates the highest level of satisfaction or approval with an overall average of 4.0 for the standard. Indicators within the standard indicated averages higher than 4. Towns County Middle School has a clear mission to help students and faculty to reach their highest potential. Success in test scores have generated an atmosphere of expected excellence in academic achievement. While we have room for growth we are proud of our students and their efforts.

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

According to survey results, the analysis of data and use towards the goal of continuous improvement shows considerable favor. Standard five was the second highest averaging score. The analysis of data and communication across the system through the system leadership team and vertical team meetings has provided a positive communication avenue for not only Towns County Middle School but the system as a whole.

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

Towns County Middle School scored five stars on the CCRPI Climate Survey out of a possible 1-5 rating with five being the highest possible score. This rating is indicative that stakeholders are overall pleased with the climate of the school which justifies the highest rating in the area of direction and purpose. Climate also plays a role in many of the other standards as well.

## **Areas in Need of Improvement**

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

The lowest level of satisfaction or approval while only being 0.15 lower than the highest average survey score indicates some level of less satisfaction than other areas. The lowest indicator was related to the resources and support systems. In looking at the indicators the two areas that showed up with the lowest scores were related to the technology infrastructure and support services available for students. The average score for these areas were 3.77 and 3.85. The highest average score for indicators in standard 4 was 4.12 related to the use of media and information resources used for supporting education.

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

The second lowest average score was in standard three. Looking at the average scores for each indicator showed the least satisfaction in indicators 3.5 and 3.8. These standards are related to teacher collaboration and engaging families.

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

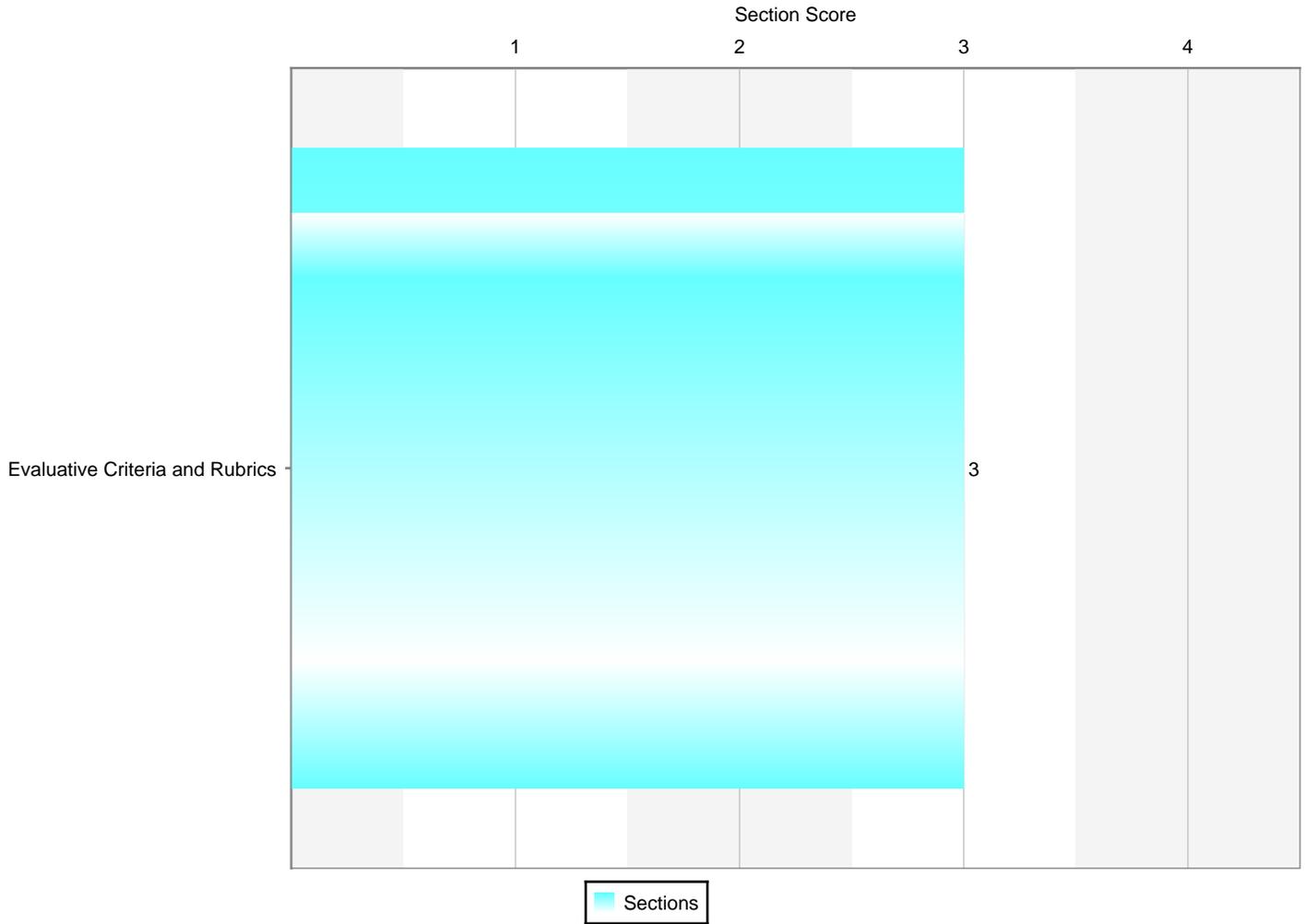
While overall the ratings are acceptable and show a perception of overall satisfaction there are areas that could be improved. Some areas Towns County Middle School will be looking at for improvement involve technology, support services, increased collaboration, and family engagement.

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

The annual needs assessment stakeholder survey indicate that parents feel that the school provides information related to their students and do not indicate a prevalent interest in workshops related to topics related to the middle school student. A general satisfaction is evident in this survey but increased family engagement other than workshops is one area for improvement.

## Report Summary

### Scores By Section



# **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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		TCMS Student Performance Data Report

## 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?**

Towns County Middle School has exhibited outstanding performance on the College and Career Readiness Performance Index (CCRPI) over the past two years. In 2014 the CCRPI score was 91.2 which ranked number 2 in the Pioneer RESA District and number 40 in the state out of 586 middle schools.

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

Towns County Middle School has experienced a positive trend in performance on the College and Career Readiness Performance Index (CCRPI) over the past two years. The 2013 score was 84.7 and the 2014 score was 91.2.

### **Which area(s) indicate the overall highest performance?**

Towns County Middle School posted a score of 91.2 on the College and Career Readiness Performance Index (CCRPI) in 2014. The 2013 score was 84.7 and the 2014 score was 91.2. TCMS ranked number 2 in the Pioneer RESA District and number 40 in the state out of 586 middle schools on the CCRPI in 2014.

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

The economically disadvantaged subgroup is exhibiting increasing performance in English Language Arts (ELA) and Reading based on the annual Criterion-Referenced Competency Test (CRCT). The students with disabilities subgroup is exhibiting increasing performance in Mathematics, Reading, Science and Social Studies based on the annual Criterion-Referenced Competency Test (CRCT).

### **Between which subgroups is the achievement gap closing?**

Based on the CCRPI, the achievement gap is closing for Social Studies for the economically disadvantaged subgroup.

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

Towns County Middle School met the requirements for Adequate Yearly Progress (AYP) seven consecutive years (2005 - 2011). Towns County Middle School was named as a Title I Reward School in 2012, and as Title I Reward School in both Highest Progress and Highest Achievement in 2014. Only 2 schools in the state received both awards in 2014.

## Areas in Need of Improvement

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

The percent of students in grade eight that passed at least four courses in core content areas (ELA, Mathematics, Science, and Social Studies) and scoring at Meets or Exceeds on all CRCT and required End of Course Test (EOCT) was 84.0% in 2014 based on the CCRPI. The benchmark for this performance area is 88.2%.

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

The students with disabilities subgroup have exhibited a slight performance decrease in English Language Arts (ELA) on the annual Criterion-Referenced Competency Test (CRCT). The economically disadvantaged subgroup has exhibited a slight performance decrease in Mathematics on the annual Criterion-Referenced Competency Test (CRCT).

### Which area(s) indicate the overall lowest performance?

The students with disabilities subgroup had 70.6% of the students who meet the minimum passing score in Mathematics on the 2014 annual Criterion-Referenced Competency Test (CRCT). This is an improvement over the 2013 results where 66.7% of the students met the minimum passing score.

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

The economically disadvantaged subgroup is exhibiting decreasing performance in Mathematics, Science, and Social Studies based on the annual Criterion-Referenced Competency Test (CRCT). The students with disabilities subgroup is exhibiting decreasing performance in English Language Arts (ELA) based on the annual Criterion-Referenced Competency Test (CRCT).

### Between which subgroups is the achievement gap becoming greater?

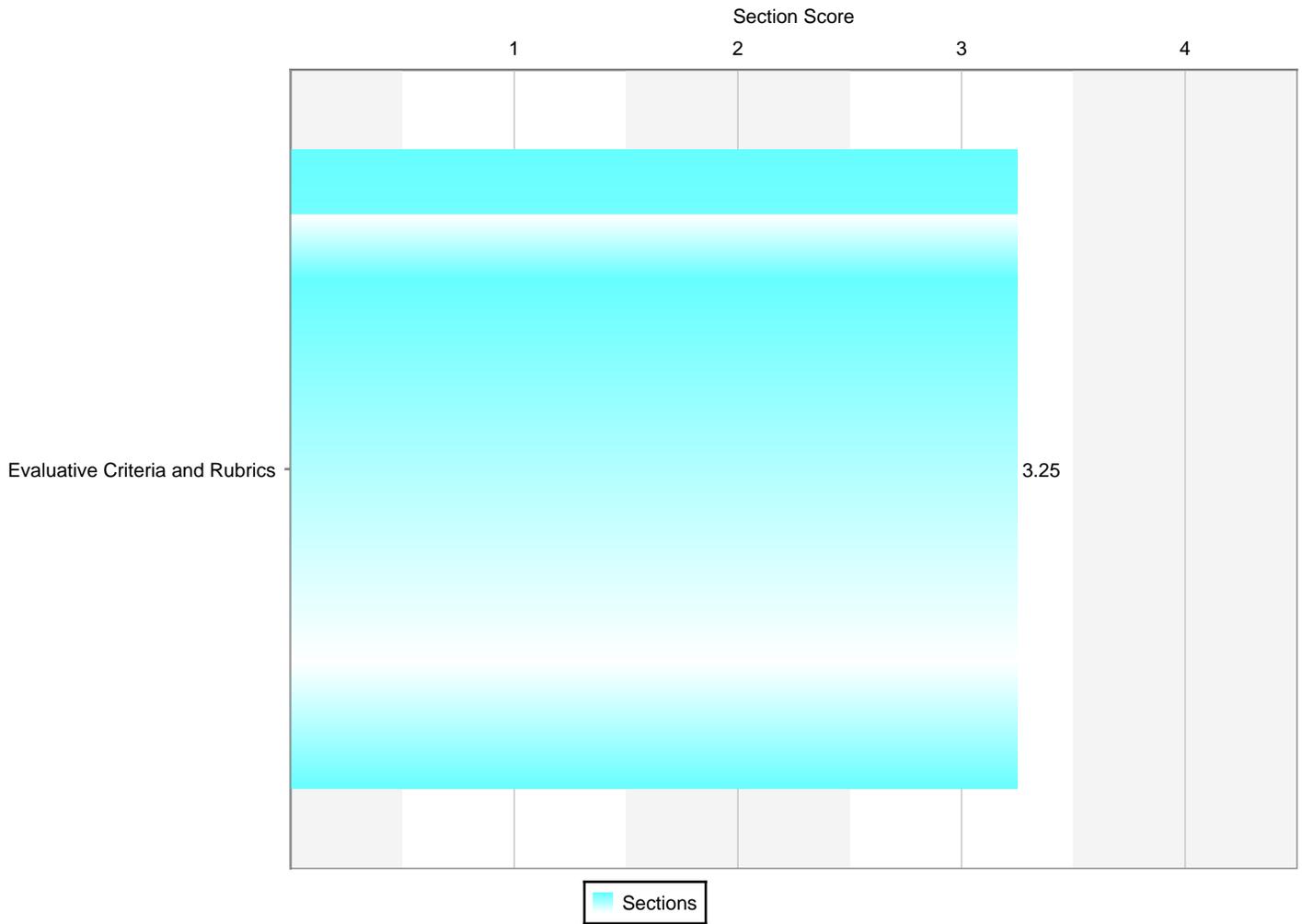
The students with disabilities subgroup is exhibiting an increasing achievement gap decreasing in Reading based on the annual Criterion-Referenced Competency Test (CRCT).

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

The utilization of the Individual Knowledge Assessment of Number (IKAN) by the Towns County Middle School staff resulted in scores similar to the CRCT scores in the area of Mathematics for each of the subgroups.

## Report Summary

### Scores By Section



# **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 Middle School Improvement Plan