



Accreditation Report

Towns County High 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 High School is a small rural school of 331 students located in Hiawassee, Georgia. Towns County, the 117th county formed in Georgia, was created on March 6, 1856, from portions of Rabun and Union counties. It was named for George Washington Bonaparte Towns, who was governor of Georgia from 1847 to 1851. The two incorporated towns, Hiawassee (the county seat) and Young Harris, are located where ancient Cherokee trails crossed. In fact, Hiawassee is a Cherokee word meaning "meadow." Towns County and Young Harris are also home of former Georgia Governor Zell Miller. Hiawassee is surrounded by the foothills of the Appalachian Mountains. Brasstown Bald, the highest point in Georgia at 4,784 feet above sea level, is located in Towns County. The peak of Brasstown Bald may be easily viewed from the front entrance of the school. The county is also home to Lake Chatuge, a Tennessee Valley Authority (TVA) lake. The Mountain and lake have influenced the past and 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 unique mountain culture which includes a strong work ethic and pride in independence. The isolation has resulted in little cultural diversity in the county and the high school. The student body of Towns County High School is 99% white and there are no minority staff members. Due to the inaccessibility of the area, there is little manufacturing in Towns County and as a result somewhat limited job opportunities. However the mountains that have prevented factories in the area have created tourism as a major retirement area. The population for Towns County in 2012 was 10,495 that was a 12% population increase from year 2000. Population under 18 was 14.9% and population 65 and older was 30.7%. The year of 2003 the median family income in Towns County was \$37,295 and in 2012 the family income was \$35,843.00. The state of Georgia median family income for 2012 was \$47,895.00. Greater than 50% of the students at Towns County High School qualify for free or reduced lunch. However 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 High 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 high 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 statement is to provide an exceptional education for all students in a safe, caring environment that develops lifelong learners who become responsible, independent thinkers, and productive citizens.

We believe:

- 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.

The mission of Towns County High School is to ensure every student experiences educational success. It is our goal that when every child graduates, they are prepared for the next step in life whether it is college, technical school, or the work force. We encourage our students to be productive citizens by consistently promoting our school acronym for TCHS - Teamwork, Character, Honor, and Service.

With a focus on academic rigor, Towns County High School offers 15 honors level courses along with a strong relationship with Young Harris College to provide dual enrollment opportunities.

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 High School has seen remarkable results in regards to student achievement.

- Towns County High School's 2014 cohort graduation rate was 88.8, up from 86.7 in 2013.
- Towns County High School's class of 2014 had the best SAT scores since 2008, with a 1484.
- Best Reading score since 2000.
- Best Math score since 2001.
- Best Writing score since 2008.
- At 999, the best Math and Reading scores as far back as 2000.
- Towns County High School ranked 75 out of 415 schools with SAT data for the class of 2014 and third among the 20 Pioneer RESA High Schools.
- Towns County High School 2014 EOCT results:
 - Towns County High School ranked first or second in 5 out of 8 EOCT areas in the Pioneer RESA.
 - Towns County High School improved EOCT pass rates in 6 out of the 8 EOCT areas.
 - Towns County High School experienced the largest increases in the following EOCT areas
 - Coordinate Algebra showed an improvement from 30.3% pass rate in 2013 to 52.13% pass rate in 2014.
 - Economics showed an improvement from 77.5% in 2013 to 92% pass rate in 2014.
 - Towns County High School ranked number one in 2014 in Pioneer RESA with a CCRPI score of 83.1.
- Towns County High School 2014 CCRPI results:
 - Achievement Points improved from 47.7 in 2013 to 48.3 in 2014.
 - Progress Points improved from 13.3 in 2013 to 15.1 in 2014.
 - Achievement Gap Points improved from 10 in 2013 to 13.8 in 2014.
 - Economically Disadvantaged improved from 4.3 in 2013 to 5.9 in 2014.
 - The Total Score for CCRPI improved from 75.3 in 2013 to 83.1 in 2014.
 - Increased CCRPI score from 75.3 in 2013 to 83.1 in 2014, showing an increase of 7.8 points.
- Towns County High School had 100% pass rate on the Georgia High School Writing Test.
- TCHS class of 2014 received over \$500,000 in scholarship awards
- 75% of TCHS seniors applied to Colleges or Universities during TC Apply to College Day
- TCHS awarded 30 Dual Enrollment/College Credits
- TCHS had 38 students earn credits within our work based learning program
- HOSA - 4 state winners and one national winner High School Membership = 52
- FBLA - 12 state winners and 4 national winners High School Membership = 134
- FFA - students placed top 10 in numerous CDE competitions throughout the year, won speaking competitions at the state level, and were national finalists in speaking and livestock showings. High School Membership = 72
- 33 business students received Georgia Best Certification through the Georgia Department of Labor's Student Soft Skill and Ethical Training Program.
- Towns County Ag-Mechanics program is industry certified - only program certified in the north region.
- Towns County FBLA - Superior Chapter, Gold Seal Chapter and Outstanding Chapter Awards
- EOPA: 52 CTAE students (Business, Health Care and Agri-Mechanics) received national certification in their pathway this past school year SY 2015-2016

by taking and passing a national assessment.

Areas of Improvement

With all of the above success over the last year, Towns County High School has areas that need improvement as we continue to strive to offer our students successful educational opportunities. Listed below are areas of our main focus on improvement.

- Student growth - Towns County High School ranked 10th in the RESA in CCRPI progress. The main area of concern was the lack of growth within our Social Studies department.

- Math -While we saw an 11% growth with the Coordinate Algebra pass rate from 2013 to 2014, a pass rate of 51% is something that we would like to continue to improve upon. A new test in Analytic Geometry in 2014 did not yield the desired results. Analytic Geometry was a new course and held more strenuous pass requirements than previous math assessments. With a pass rate of 39.74%, Towns County High School scored above the state but not to our desired level of achievement. This is another area in which we will strive to improve.

Towns County High School realizes the importance of parents as stakeholders in their children's educational process. We are continuously striving to find new methods that will increase parental involvement.

Additional Information

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

Towns County High School is a Targeted Assistance Title I School for the 2014 - 2015 school year. As a targeted assistance school, Towns County High School ranked students based on several factors for participation in the program. As a Title I Targeted Assistance School, funds may be used only to support students in the program. This includes any equipment or supplies purchased using Title I funds. We are currently focusing on 9th and 10th grade remedial Math and English students. We have created a lab environment, called the "Interventions Room," which has 24 new computers where identified remedial students may visit once to twice a week for extra help. This room also serves as our credit recovery classroom assisting us in keeping students on track for graduation. We are very excited about our Interventions Room and seeing how it positively affects student achievement.

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: 3.33

| 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 process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success. | <ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders | Level 4 |

| 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 evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a 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 share high expectations for professional practice. | <ul style="list-style-type: none"> •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 3 |

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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 implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders. | <ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan | 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.

Towns County High School systematically engages in an inclusive and comprehensive process of review and revision of the school's purpose to ensure student success (1.1). To add additional validity to this review process it may be recommended that a greater number of the stakeholders be selected at random to participate in this improvement endeavor and that additional efforts to improve reliability are applied.

Towns County High School demonstrates, via several types of evidence and documentation, a strong commitment to shared values and beliefs about teaching and learning (1.2). The school continuously strives to provide challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. This evidence indicates and includes a strong commitment to instructional practices designed to improve student engagement, focus on depth of understanding, and the application of knowledge and skills.

The leadership at Towns County High School implements a continuous improvement process that provides clear direction for improving conditions that support student learning (1.3). As efforts continue toward the pursuit of excellence in this indicated area, leaders within the school should require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. In addition, continued efforts need to be made to collaborate with all stakeholder groups ensuring the belief and sustainment of ownership in the school's purpose and direction.

Standard 2: Governance and Leadership

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

Overall Rating: 3.83

| 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. | <ul style="list-style-type: none"> •Student handbooks •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 implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning. | <ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics | Level 4 |

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| 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"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •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 deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders. | <ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan | Level 4 |

| 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"> •Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan | Level 4 |

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| 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">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•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.

The governing body of Towns County High School is the Towns County Board of Education. The five school board members, along with the superintendent of schools, establishes policies and supports practices that ensure effective administration of the school. All staff required to take on-line Compliance Director to ensure training in code of ethics and other areas. Through stakeholder feedback both in review of the standards and indicators, as well as through student/ parent/staff surveys, TCHS believes that the governing body consistently operates responsibly and functions effectively. The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership by publishing the minutes of the school board meeting on-line. TCHS believes that leadership as well as all staff foster a culture consistent with the school's direction and purpose. However, the governing body should make survey data readily available and more easily accessible. The school's purpose as well as direction are clearly stated and set forth by the governing body of Towns County School Systems. Furthermore, all stakeholders, ranging from leadership, staff, and the governing body support one another in ensuring student success. Lastly, a shared leadership role will continue to provide opportunities to evaluate, monitor, and analyze results to allow progress to continue.

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: 3.08

| 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"> •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques | 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 student assessments and an examination of professional practice, school personnel 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 process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures 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"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum | Level 3 |

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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 plan and use 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 students when necessary. Teachers 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"> •Teacher evaluation criteria •Professional development focused on these strategies •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 •Interdisciplinary projects | Level 3 |

| 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. | <ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs | Level 4 |

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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. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance. | <ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration | Level 3 |

| 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"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction | 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"> •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 |

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|-----------|---|--|---|---------|
| 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 and implemented. School personnel regularly inform families of their children's learning progress. | <ul style="list-style-type: none"> •Survey results •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 •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process | Level 3 |

| 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"> •List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure | 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. | 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. | <ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting | Level 3 |

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|-----------|---|--|---|---------|
| 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">•Results of evaluation of professional learning program.•Evaluation tools for professional learning•Survey results•Brief explanation of alignment between professional learning and identified needs•Crosswalk between professional learning and school purpose and direction | 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">•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 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.

At Towns County High School, teachers provide challenging learning experiences that ensure all students have opportunities to develop learning, thinking, and life skills that lead to success at the next level (3.1). TCHS implements 21st Century Life Skills, such as work-based learning and hands-on experience through CTAE programs, and post-secondary preparation, such as dual-enrollment, in an effort to prepare every student to be a productive member of society.

With TCHS' collaborative planning and formative assessment plan, educators adjust curriculum, instruction, and assessment systematically in response to data from multiple sources. Vertical meetings are held at least twice a year, with the chairs from each school meeting before. Trends in data are discussed at these meetings and curriculum is revised and implantation discussed (3.2) With clear expectations for all students based on CCGPS and a shared vision for student learning, teachers and administrators at Towns County High School engage students in learning through instructional strategies that are both relevant and challenging (3.3). Through teacher collaborative meetings, RESA professional development, and in-house professional development, TCHS leaders monitor and support the improvement of instructional practices of teachers to ensure student success (3.4). Teachers participate in committee meetings, departmental meetings, and faculty meetings with a focus on improving instruction and student learning (3.5). In an effort to engage the parents of students at TCHS, the faculty and staff host a 9th grade orientation, an open house before the beginning of the school year, football homecoming parade and bonfire, honors day program for seniors, underclassmen honors night, athletic banquet, and serves as a host for seniors regarding FASPA. Additionally, TCHS uses PowerSchool, the website, and an automated call system to keep parents informed of their student's progress and activities occurring at the school (3.8). With just under 330 students at TCHS, most students are well-known and supported by at least one

adult in the school. Through the school's advisement program, every student spends time with the guidance counselor to choose courses and pathways that best fit their needs and interests (3.9). Teachers at TCHS all use common grading and reporting policies (EOCs and final exams are 20%). All teachers clearly state expectations through course syllabi, which are submitted to administrators and parents (3.10). All staff members at TCHS participate in a continuous program of professional learning through resources such as: Pioneer RESA, in-house training, Edviation, and the teacher mentor program. The curriculum director does an excellent job of informing staff of upcoming learning opportunities and looks for ways to fund them (3.11). Towns County High School recognizes that there are all types of learners. Through an interventions course, credit recovery, the 21st Century program, and the Mountain Education Center, TCHS ensures that students have the opportunity to not only earn credits for graduation but also learn in the way that fits them best (3.12)

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. | <ul style="list-style-type: none"> •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •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. | <ul style="list-style-type: none"> •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. | <ul style="list-style-type: none"> •Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules | Level 4 |

Accreditation Report

Towns County High 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">•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. | <ul style="list-style-type: none">•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. | <ul style="list-style-type: none">•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. | <ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Description of IEP process•Description of referral 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.

Accreditation Report

Towns County High School

TCHS has been able to retain its entire full time staff even through the economic down turn of late. All of the teachers at TCHS are highly qualified. TCHS shares three teachers with Towns Co. Middle School. Faculty, Staff and Administration guard instructional time and are provided with material and fiscal resources to support the purpose and direction of the school. Indian Period was implemented last school year in an effort to provide remediation time during the school day to those students who need it. Due to our geographic isolation from other schools our size, student athlete often times miss instructional time at the end of the school day to travel for competition. Although TCHS was constructed in the late 1970's, the school has undergone renovations at different times in recent history. Towns County High school maintains facilities, services and equipment to provide a safe clean and healthy environment for all students and staff. The implementation of new rules has made the hallways and classrooms cleaner now than in the past. Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Resources are readily available to all students and staff through our media center and computer labs. We also have access to a rolling lab for use in or classroom settings. The technology infrastructure supports the school teaching, learning and operational needs with various computer labs for teaching and learning, teacher laptops and classroom desktops. At present we have had WIFI issues related to the new testing program, but they are set to be upgraded and the problem solved this summer. TCHS provides support services to meet the physical, social, and emotional needs of the student population being served through our partnership with family Connections, 21st century afterschool, mentor-mentee program and various other services offered. Towns County High School provides services that support the counseling, assessment, referral, educational and career planning needs of all students by implementing a Ga College 411 account for all students, course advisement is done through the counseling office. We currently have one HS counselor who also serves in an Assistant Principal role.

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: 4.0

| 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. | <ul style="list-style-type: none"> •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 all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All 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"> •Survey results •Written protocols and procedures for data collection and analysis •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning | Level 4 |

| 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"> •Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data | Level 4 |

Accreditation Report

Towns County High 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 clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and 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">•Student surveys•Agendas, minutes of meetings related to analysis of data•Evidence of student growth | Level 4 |

| 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">•Minutes of board meetings regarding achievement of student learning goals•Executive summaries of student learning reports to stakeholder groups | 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.

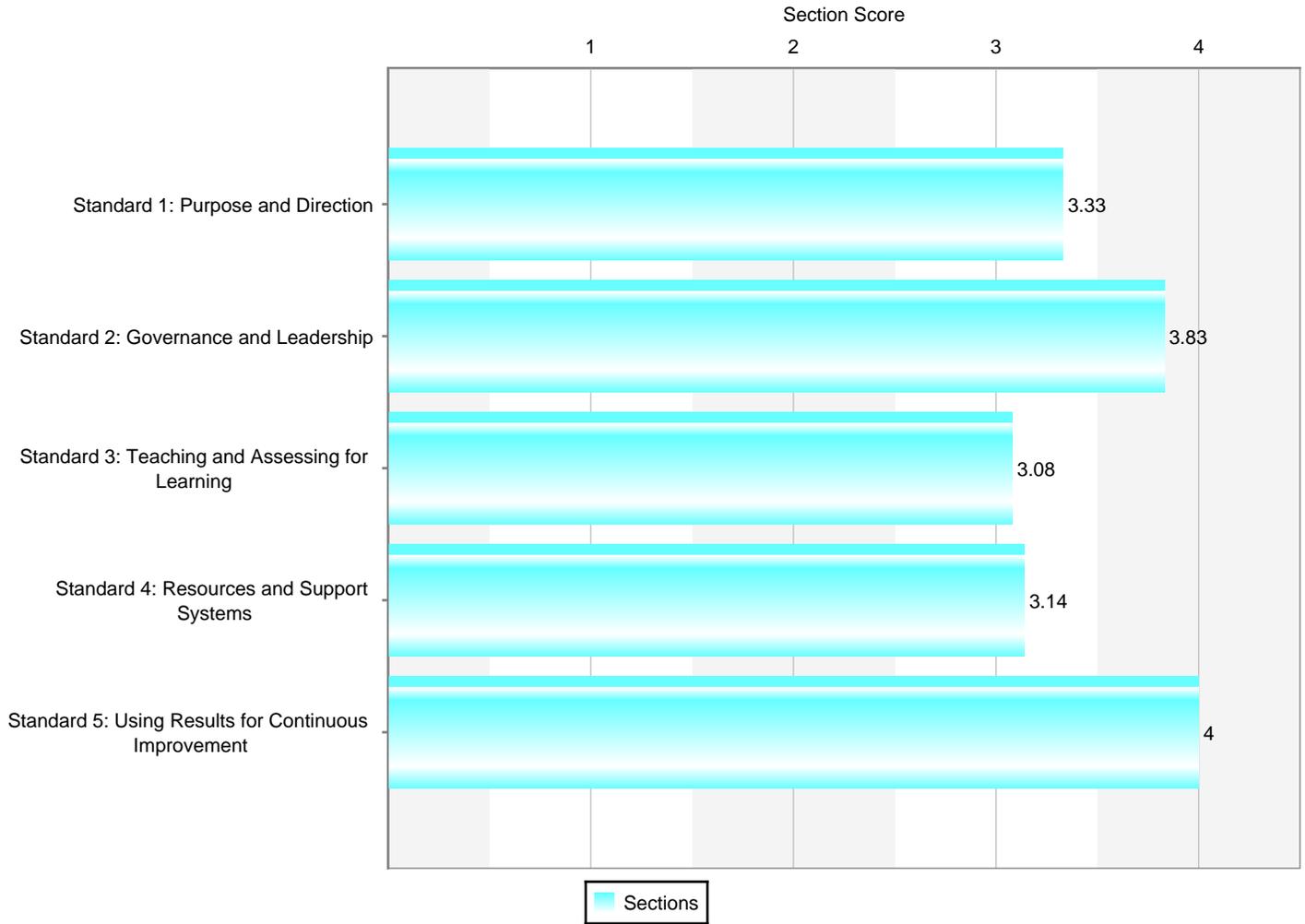
Towns County High School establishes and maintains a clearly defined and comprehensive student assessment system.

Through professional learning opportunities, leadership meetings and faculty meetings at Towns County High School, 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. With the formation of committees in the 2014-2015 school year, the School Improvement Committee will be spearheading the efforts of collecting, analyzing and applying data to the full professional and support staff.

With the help of Pioneer RESA personnel, TCHS staff will be trained in the evaluation, interpretation and use of data through professional learning trainings in the 2015-2016 school year. The focus of these professional learning trainings will be on the use of SLDS/Edivation.

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

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|----------------|--|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | | Towns County High School 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?

Survey participants identified Purpose and Direction as the highest ranking standard for Towns County High School. The administration and leadership team has reviewed all responses on both the standards. In looking closely at individual indicators it is evident that there is a positive view of the way the school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

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

Standard 4 had the second highest overall average of 3.93. There is a favorable degree of satisfaction in the area of the school's resources and providing services that support the purpose and direction to ensure success for all students.

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

The CCRPI rating for Towns County High School showed positive growth this year. Towns County High School ranked first in Pioneer RESA in overall scoring. This is indicative of the favorable perception of the purpose and direction of Towns County High School.

Areas in Need of Improvement

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

Survey results indicate Teaching and Assessing For Learning as having the lowest overall average rating for Towns County High School. This standard's average was 0.15 less than the highest standard. While this is not a significant difference we felt it important to analyze the results of individual indicators in an effort to find areas for improvement. Indicator 3.11 had the highest average score but was only addressed in the staff survey. With the exception of Indicator 3.11 the second highest averaging indicator was Indicator 3.2. Participants felt favorable toward the school's effort to insure 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. There was a 0.34 difference between Indicator 3.2 and the lowest averaging indicator with a 3.65 average. Indicator 3.8 scored the lowest average. Additional efforts are needed in the area of family engagement and improving communication between school and home.

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

Standards 2 and 5 each had an overall average rating of 3.87 in the areas of Governance and Leadership and Using Results for Continuous Improvement. The overall average is not significantly lower than the averages of the other standards but do indicate some level of less satisfaction. Additional efforts to communicate the involvement of school leaders in decision making and how data is used to make decisions could be beneficial in improving stakeholder perceptions in these areas.

What are the implications for these stakeholder perceptions?

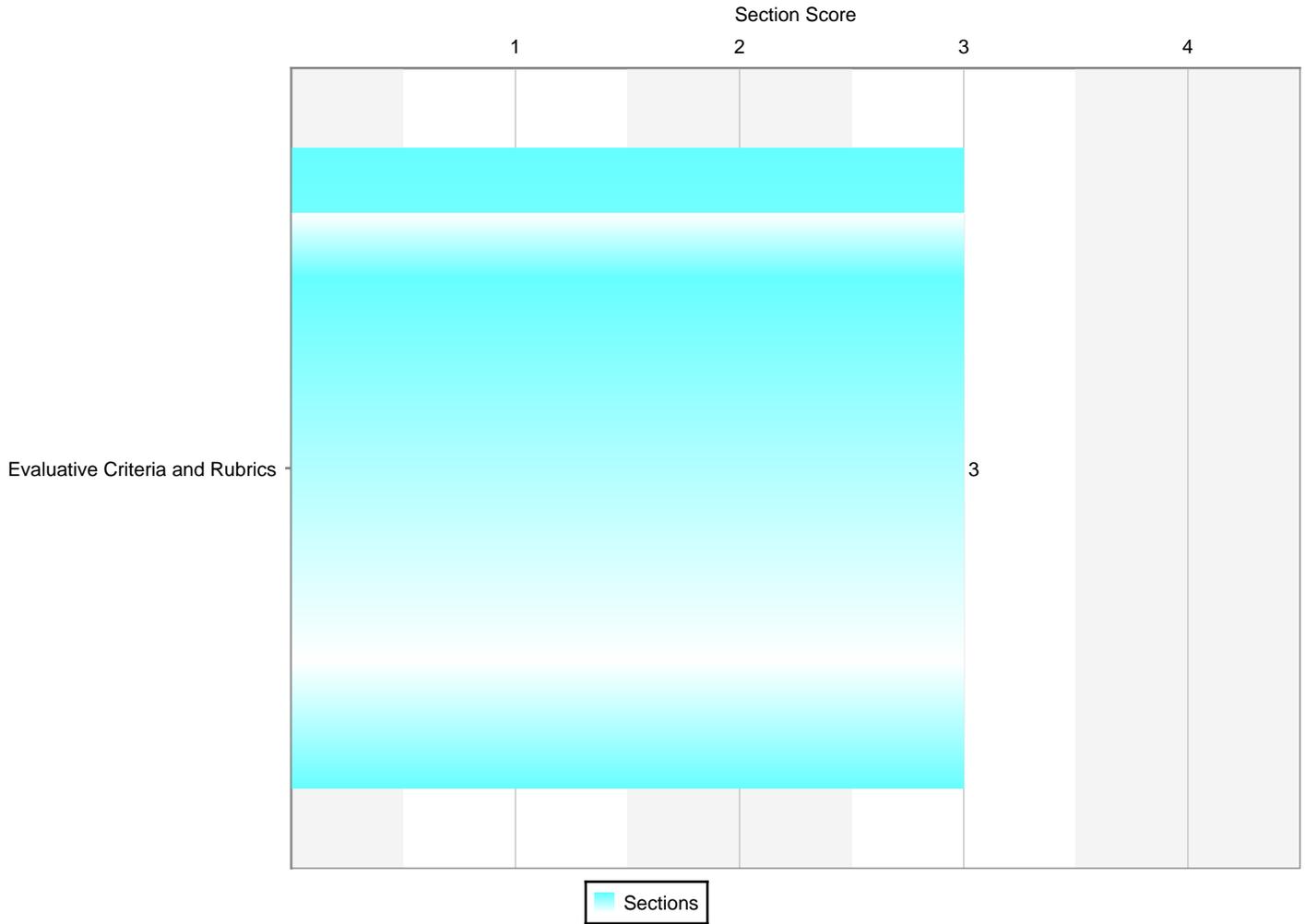
Towns County High School needs to improve the connection between home and school. Given the age level of the students more independence is expected at this level. However, the survey results indicate some need in additional training in the areas of parental involvement and school to home communication. Surveys provide us the opportunity to recognize areas that have not been sufficiently communicated and the opportunity to improve in these areas.

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

The School Climate Star Rating that was derived from the School Climate survey as part of the state rating system in conjunction with the College and Career Readiness Performance Index or CCRPI scored Towns County High School as having 3 out of 5 stars. This indicates average satisfaction with the school climate. Stakeholders are not displeased with the climate of TCHS but there is room for growth.

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

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|----------------|--|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | | Towns County High School Student Performance Data Report |

Evaluative Criteria and Rubrics

Overall Rating: 3.5

| | 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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined. | Level 4 |

Areas of Notable Achievement

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

- 2014 CCRPI score - 83.1
- 2014 graduation rate - 88.8
- 2014 SAT scores
- 2014 GHSWT Pass Rate - 100%

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

TCHS has experienced a positive trend in performance on the CCRPI over the past two years. The 2013 score was 75.3 and the 2014 score was an 83.1. Also, TCHS's 2014 cohort graduation rate was an 88.8 up from an 86.7 in 2013.

Which area(s) indicate the overall highest performance?

TCHS has exhibited outstanding performance on the CCRPI over the past two years. TCHS ranked #1 in the Pioneer RESA with a score of 83.1.

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

- ED CCRPI scores improved from 4.3 to 5.9 (ED=Economically Disadvantaged Students)
- Coordinate Algebra EOCT scores for ED students.
- Lit. EOCT scores for ED students.
- Social Studies EOCT scores for ED students.
- Science EOCT scores for ED students.

Between which subgroups is the achievement gap closing?

The achievement gap is closing in all areas for all sub groups with the exception of ED students in Math.

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

The following data sources show similar findings:

[IXL benchmarks](#)

SY 2015-2016

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Study Island benchmarks
Percentage of ACCEL participants
Overall EOCT scores

Areas in Need of Improvement

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

- Student growth on CCRPI specifically in Social Studies
- Geometry EOCT pass rate.

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

- Geometry EOCT pass rate.

Which area(s) indicate the overall lowest performance?

- Geometry

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

- ED students in math.

Between which subgroups is the achievement gap becoming greater?

- ED students in Math

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

The following data sources show results consistent with findings from other data sources.

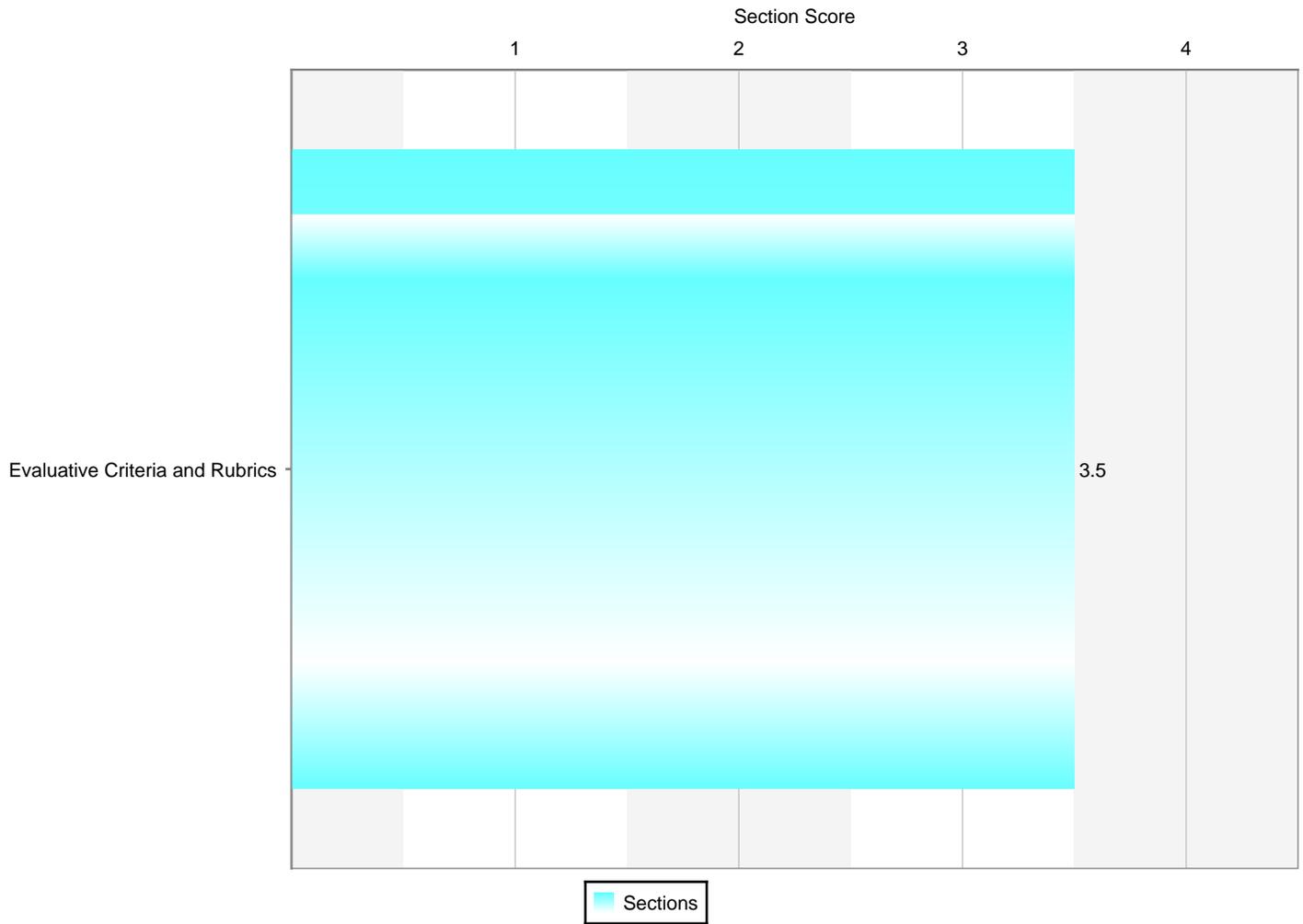
IXL benchmarks

Study Island benchmarks

Percent of parent survey participants example: school climate survey

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 | | Towns County Schools Emergency Operations Plan |

| 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 High School School Improvement Plan |