



Accreditation Report

Chestatee Academy

Hall County School System

Dr. David Robles, Principal
2740 Fran Mar Drive
2740 Fran Mar Drive
Gainesville, GA 30506

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information	9

Self Assessment

Introduction.....	11
Standard 1: Purpose and Direction.....	12
Standard 2: Governance and Leadership.....	16
Standard 3: Teaching and Assessing for Learning	20
Standard 4: Resources and Support Systems.....	26
Standard 5: Using Results for Continuous Improvement.....	31
Report Summary.....	35

Stakeholder Feedback Diagnostic

Introduction.....	37
Stakeholder Feedback Data.....	38
Evaluative Criteria and Rubrics.....	39

Areas of Notable Achievement..... 40

Areas in Need of Improvement..... 41

Report Summary..... 42

Student Performance Diagnostic

Introduction..... 44

Student Performance Data..... 45

Evaluative Criteria and Rubrics..... 46

Areas of Notable Achievement..... 47

Areas in Need of Improvement..... 49

Report Summary..... 51

AdvancED Assurances

Introduction..... 53

AdvancED Assurances..... 54

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?

School and Community

Chestatee Academy (CA) is one of the eight middle schools in Hall County and is located just west of the city of Gainesville, Georgia. Chestatee Academy was established in the rural Sardis community in 1999. Our school is made up of students from four elementary schools. All of our students will go to Chestatee High School. Some might consider the middle and high school a single campus with a 500-foot road connecting the two sites to one another. This shared sixty-acre site is centrally located in the heart of the community. Chestatee Academy serves three of its feeder-elementary schools within a ten-mile radius. Chestatee Academy is a stand out middle school serving as the only Charter Middle school within the Hall County School District. Our charter school focuses on inquiry and talent development through the SOAR (Seeking Out Authentic Relationships) program . All Chestatee students get the opportunity to select "academies" of interest that could later turn into future passions and careers. Our school believes that all students have hidden talents and we give the students opportunities throughout their middle school career to explore different areas of interest. Chestatee Academy has won several awards in its short time as a charter including the 2012 Silver Award for Greatest Gain for Students Meeting and Exceeding on State Standards issued by the state of Georgia, and a 2013 Bronze level award of National Recognition in the Alliance for a Healthier Generation.

Student Population

The current enrollment at Chestatee Academy is 1,024 students. The chart below indicates an overall consistency of enrollment over the past four years.

Year Enrollment

2010-11 962

2011-12 1040

2012-13 1036

2013-14 1024

CA serves students grades sixth through eighth. There are two self-contained special needs classrooms that serve approximately 20 students. The student population trends are depicted below.

Ethnicity	2010-11	2011-12	2012-13	2013-14
White	57%	55%	56%	50%
Hispanic	39%	39%	39%	44%
African American	1%	2%	2%	3%
Asian	1%	1%	1%	1%
Other	3%	3%	2%	2%

Of the student population, 67% of the students are identified as Economically Disadvantaged, 8% are served in the Special Education program, 16% are in the English Language Learner program, and 16% are served in the Gifted Education program.

Student attendance has been stable over the past four years. The majority of students have missed fewer than ten days. The social worker and school counselors work collaboratively with students and their families when they have excessive absences.

School Personnel

Accreditation Report

Chestatee Academy

Chestatee currently has 76 certified and 6 paraprofessional staff members. Of the certified staff, 72 are full time and 4 are part time. All certified staff members hold professional degrees and certifications in their content fields. Over 74% of the certified staff holds a master's degree or higher. Our school has recently transitioned to a new administrative team. The attrition rate for teachers last school year was 12%, with 6.6% transfers and 2.6% retired. The guidance department at our school consists of two full time counselors. Our school also offers a time once a week after school program called TASK where students have teachers from different academic departments volunteer to help with missing or incomplete classwork. We have a clinic that is open for the majority of the school day and is supervised by a Licensed Professional Nurse. All medication is cataloged and distributed through the clinic. We also have a full-time School Resource officer that assists administration and our school safety coordinator in maintaining a safe school environment.

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.

Chestatee Academy's vision and purpose statement is "Seeking Out Authentic Relationships and Building a Better Future by Preparing Those Who Will Create it."

Chestatee's Mission Statement:

To understand Chestatee Academy, begin with our students. They are an economically and ethnically diverse group with a wide range of talents and abilities. And like all 6th, 7th and 8th graders, our students are emerging from childhood to adulthood. The faculty and staff are committed to supporting them during this transition by providing each student the basis of a world-class education and instilling core values that produce good citizens.

We understand that our students will find many paths to success. Our common purpose is to help them discover the hidden talents that will lead them to these paths. We accomplish this by building positive relationships among all members of the Chestatee family including students, parents, administration, teachers, custodial, cafeteria, transportation and office staff, and the community.

This produces an atmosphere where our students feel safe to explore, to take risks, to create, and to fully commit themselves to the idea that they are indeed our future.

Our Core Values are: Responsibility, Respect, Fairness, Citizenship, and Caring.

To carry out our school's mission, our curriculum and instruction are uniquely designed to meet the needs of our students. Chestatee follows a seven period day which includes either a SOAR time or a PUSH time. SOAR is the time in the day when students pursue areas of interest that may lead to future career pathways. PUSH is the time in the day when students get additional academic support based on their individual needs. Academic teachers teach four academic classes and either a PUSH class or a SOAR class. Each teacher has common planning with their grade-level. Connection teachers teach six classes and either a PUSH class or a SOAR class. In the beginning of the year, our school started a POWER/PUSH time which allowed students who needed Math/Reading support to get their support before our SOAR schedule started. This was created based on our leadership retreat and faculty perception data. Non-remediated students participated in learning and previewing Science and Social Studies content in a combination of a trivia style game and in a more traditional fashion taught by content experts. In addition, PUSH is a thirty minute time frame when students with reading and math support needs are placed in smaller support classes taught by a Math or Language Arts teacher. During PUSH days, students that have not been identified as needing Math or Reading support, read information relative to their SOAR academy. PUSH occurs for thirty minutes on Monday, Wednesday, and Thursday. On a SOAR day, Chestatee teachers have students that are grouped across grades based on their areas of interest and talent. Our SOAR program lasted 12 weeks in the first semester and will last 10 weeks in the second semester. SOAR occurs for an hour every Tuesday and Friday. The faculty is also organized so that teachers have common planning with content colleagues in their grade once a week, grade-level planning time once a week, and time for RTI meetings once a week. Common planning is critical in allowing our faculty to move forward in supporting all of our students' academic needs.

Chestatee Academy works hard to meet all of the state's requirements while meeting the goals of our charter as well. CA offers a variety of different levels of instruction, including co-taught classes, advanced classes, Carnegie classes, and even Advanced Placement courses. We currently offer the following Carnegie classes: Visual Arts, Culinary Arts, Healthcare Science, Band, Chorus, Introduction to Business and Technology, Marketing Principles, Spanish I, 9th grade Literature, and Physical Science. The variety of classes offered at CA allows for students to meet and exceed the expectations that are best suited for each individual student.

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.

Chestatee Academy's SOAR program has helped the school earn several accolades over the past few years. The SOAR program introduced "DAY at the museum" for the community for two years now. Our previous "Night at the Museum" presentations often excluded business, parents, and community members that could only attend day museums and performances. Offering Night at the Museum in the fall and Day at the Museum in the spring was a success allowing all community members and the ENTIRE student body the opportunity to participate in at least one museum without the issue of transportation. Chestatee students in partnership with Jackson Electric Company competed in the Junior Solar Sprint Championship held at Road Atlanta in May of 2013. These were students from the "Junk Box Wars" SOAR class. These students won first place in speed out of 16 schools that were represented. The SOAR class "Artistic Endeavors" joined Northeast Georgia Food Bank in painting soup bowls for the Empty Bowl Project that were later auctioned off to raise money for the needy. Each student made a monetary donation to participate in the painting/glazing of their bowl. The community partnership created in this activity was new to our school and has now remained for two years. In 2013, Members of Law Enforcement spoke with the "Legal Eagles" SOAR about a variety of career choices that students could explore as they enter into adulthood. Speakers discussed their own experiences with teaching the DARE program, the District Attorney's office, and private practice law. For the past two years, CA students wrote letters to troops in conjunction with Q100's Big Thank You. The students wrote over 500 letters about Chestatee routines and ideals and thanked the troops for their service. The radio station handled dispersing the letters to the troops overseas around the world. The kids made cards, sent pictures, letters, and art that were then dropped off at Taco Mac and the radio station handled the rest. Our Chestatee Academy Academic team won the 2013 and 2014 Hall County School District Academic Bowls. Chestatee Academy was the 2011 grand prize winner of the annual "Teams That Make A Difference Award," sponsored by the education company Pearson and the Association for Middle Level Education. The annual award recognizes teachers, administrators, parents, and community members who work together to improve the education and well-being of adolescents. Chestatee Academy won for its Project SOAR (Seeking Out Authentic Relationships) work to promote students' communication and collaboration by enabling them to take on real-world group projects that also address grade-appropriate learning standards. Chestatee was honored and presented its winning program at AMLE's 38th annual conference in Louisville, Kentucky, November 10-12, 2011. In addition to presenting at the annual conference, the Chestatee team received a \$5,000 cash reward from Pearson. Pearson School Executive Vice President Emily Swenson, herself a former middle school teacher, said, "Chestatee's team achieved many vital educational goals with Project SOAR: captivating the attention of increasingly digitally minded children, addressing the needs of a diverse student body, and ensuring students increase their knowledge and improve performance. Through this program, Chestatee's students discovered the importance of giving back to their communities and learned invaluable skills that will continue to serve them throughout high school, college, and careers." Since the inception of the SOAR program, student attendance rates have increased while disciplinary infractions have decreased. The positive trends can be directly attributed to the implementation of Academies of Inquiry and Talent Development through our charter status. Chestatee Academy received the Greatest Gain for Students Meeting and Exceeding Standards Silver Award from the state of Georgia for 2011-2012. In order to receive this award, Chestatee Academy met Adequate Yearly Progress for two consecutive years, greater than 25% of students exceeds standards on the CRCT, and was in the 96th percentile of greatest gains.

Based on Chestatee's most recent GAPSS review, there are several areas that the school has identified for growth. The school is looking to increase the amount of student use of technology in the classroom. In addition, CA plans to improve its collaborative planning time by increasing the amount of student work that is shared among colleagues within each discipline. We plan to improve the level of student self-monitoring by increased professional learning related specifically to teaching students self-monitoring techniques. Professional development will also focus on a variety of assessments to be utilized with students as well as ways to differentiate instruction within in classrooms. The SY 2014-2015

Accreditation Report

Chestatee Academy

School Improvement Team plans to readdress the school's mission and vision statement to see that it continues to meet the mission and vision of the current staff and students at Chestatee Academy.

Additional Information

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

We compared the longitudinal growth in our students' scores to the longitudinal growth statewide. For example, in 2014 on the 8th Social Studies CRCT test, the mean score of our students dropped 9.8 percentage points from their performance on the 2013 7th grade Social Studies CRCT. However, the Georgia mean scaled score (from 2013, 7th grade Social Studies to 2014 8th grade Social Studies) fell 15.4 points. So compared to Georgia, our students showed a gain of 5.6 points. We used this technique to analyze three sets of numbers: mean scaled score, % Exceed, and % Meet and Exceed. We looked at each of the five tests for 6th, 7th and 8th and at the overall average for all grade levels. This produced 60 numbers. (3 x 5 x 4) Out of those 60 calculations, we found that we exceeded Georgia's numbers in 53 categories!

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: 3.0

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"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •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 •Purpose statements - past and present •Weekly Chants 	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 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 •The school's statement of purpose •SOAR description Morning Announcements Honor's Day Assemblies Pep Rallies Master Schedule/Teacher Assignments Master Spreadsheet 	Level 3

Accreditation Report

Chestatee Academy

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•Communication plan and artifacts that show two-way communication to staff and stakeholders•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.

While each of the indicators within this standard earned a ranking of level 3, indicator 1.2 presented itself as an area of strength and indicator 1.3 appeared to be the greatest need for improvement within this standard. Chestatee Academy has a process in place to review, revise, and communicate our purpose. This process is conducted annually with the participation of all stakeholders through the use of perception data and surveys. The school's purpose statement focuses on student success (1.1). CA excels at fostering a culture based on shared values and beliefs about teaching and learning (1.2). Commitment to these shared values and beliefs is an integral component of Chestatee Academy where all students achieve learning in classrooms that best suit their needs. We are proud to offer Gifted courses in each grade level and each content area. Co-taught, resource, and remediation classes are also available. Daily remediation classes with a Math and ELA focus are consistently reviewed to ensure any struggling learner is receiving all possible help available. Furthermore, students that have filled their gaps as seen in varied assessments have the opportunity to exit these classes to help students feel accountable for their hard work and learning. This calculated consideration of each student's needs shows a fluid, consistent commitment to all students achieving and feeling supported. A school-wide master schedule and teaching assignments are extremely accessible to all teachers and administrators to foster a unified focus and understanding of teacher scheduling and student schedules. Challenging and equitable learning experiences are implemented daily and an expectation for all (1.2).

In addition, our SOAR program provides students with an exciting way to explore a wide variety of interests and talents. The acronym SOAR stands for "Seeking Out Authentic Relationships" and offers students an opportunity to take non-graded classes in a variety of topics, such as archery, outdoor survival skills, charitable acts of service, food drives, and opportunities to be active in walking, hiking, and an Olympic-focused academy. Students treasure this one-hour twice a week program as they get to learn, think, and practice life skills outside the classic structure of an academic class (1.2). Community members and other stakeholders often speak to our academies as volunteers and mentors to encourage kids to consider their future careers and the expectations of a given career. Field trips are utilized as needed for hands-on experiences of certain SOARs, like volunteering at a local animal shelter and spending time at an elderly home. The student-led and driven

Accreditation Report

Chestatee Academy

CA News team organizes, produces, and broadcasts daily news to the entire school via networked television each morning, leading the Pledge of Allegiance then noting any applicable student announcements, daily successes, and even projecting current pictures or videos of the week's active learning within classroom. During our biannual Day at the Museum, students showcase their academy projects and present their learning to the community.

Each week at Chestatee Academy begins with our school motto, "WE ARE CHESTATEE - LEARN, LEAD, FAMILY!" being chanted by all students and faculty throughout the building with an overhead announcement. Throughout the year, pep rallies and assemblies highlight student and teacher successes in and out of the classroom. At the end of the year, Honors Day is held in our school gymnasium with parents invited and all students in the grade level in attendance to showcase exceptional grades, attendance, and awards received that school year. Leaders and staff share high expectations for professional practice by valuing instructional time, continuously striving for improvement, and all working intentionally to create a safe, familial learning environment in which students are encouraged to take risks and become active participants in their education (1.2). The School Improvement Plan and Short Term Action Plan guide school leaders in improving student learning and the conditions that support student learning. These plans are formulated with input from all stakeholders through student achievement data, perception data, and surveys. A particular strength of CA is our "master spreadsheet", an up-to-date and comprehensive record of student data and school performance. Improvement goals are data-driven and have measurable performance targets. Leaders effectively conduct the TKES process to evaluate the overall quality of the implementation of interventions and strategies. Additionally, school leaders take an active role in the school RTI process and weekly content meetings. Student achievement reports and GaDOE Growth reports are utilized to communicate with stakeholders that this process yields improved student achievement (1.3).

In order to improve to level 4 in the indicators of this standard, we would need to make several changes. We need to randomly select representatives from all stakeholder groups to participate in reviewing, revising, and communicating our school's purpose (1.1). Through perception data at our school's leadership retreat, the leadership committee and other staff members have identified this school need and begun surveying our diverse stakeholders through a variety of avenues, such as Spanish-translated questions for parents through report card folders. After identifying this need to reach Spanish-speaking stakeholders, the "Chestatee Spanish Video Network" Soar academy was created and implemented. "How-to" tutorials are created and posted to the school website after surveys are returned according to the identified needs of the parents. For example, students created a video in Spanish about our grading program, Infinite Campus, to help parents and student utilize this resource at home to check their grades. This SOAR also hosted a parent night with refreshments and a translator available to help as needed to encourage a diverse population to attend the meetings. Opportunities such as these tutorials and parent meetings to include all stakeholders need to continually be made available with a focus on parents who do not have access to computers at home. In the future, we need to conduct peer observations as a means for staff to "hold one another accountable to high expectations for professional practice" (1.2). We will continue to be intentional about bringing together all stakeholder groups so that they may work "collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction" (1.3). Our current School Governing Board meets once a month, but stakeholders do not change within a school year. CA does invite parents to participate at the beginning of the year, but we could alternate parental involvement and publicize the meetings to open the collaborative environment to all (1.1).

Standard 2: Governance and Leadership

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

Overall Rating: 2.83

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 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"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks 	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"> •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 3

Accreditation Report

Chestatee Academy

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 •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 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"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Teacher perception data Committee Assignments Weekly emails 5 year CCGPS professional learning plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Involvement of stakeholders in a school improvement plan 	Level 2

Accreditation Report

Chestatee Academy

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 focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve 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•Staff Handbook	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: Rank 3

The committee found that the governing body is strong in many areas including policies and practices (2.1), responsible and effective operation (2.2), ensuring school leadership's autonomy (2.3), fostering a culture of high standards for all students and accountability for student learning (2.4), as well as supervision and evaluation (2.6). The governing body establishes policies and supports practices that ensure effective administration of the school (2.1). The Hall County School System fosters an atmosphere that promotes successful instruction and assessment. There are policies and practices regarding professional growth of all staff. Hall County's governing body operates responsibly and functions effectively. As a result of recent economic improvement, the governing body has reinstated a 190 day contract year, while eliminating furlough days (2.2). 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 (2.3).

Chestatee Academy has an active leadership team. The leadership team is comprised of representatives from each grade level, content area, and department. Representatives are on a two year rotation and are nominated by their peers. The faculty is well-represented both on campus and at district meetings; the Teacher of the Year meets monthly with the Superintendent (2.4). Leadership and staff foster a culture consistent with the school's purpose and direction. The Hall County School System's motto is "Competency, Character, and Rigor...For all." As a result of Chestatee Academy's 2014-2015 School Improvement Plan (SIP), the leadership team adopted the creed, "We are Chestatee. Learn, Lead, Family." Leadership and staff supervision and evaluation processes result in improved professional practice and student success (2.6). The SIP is written after careful review of the previous year's data (ie. test scores, program evaluation). The administration effectively utilizes the Teacher Evaluation System set forth by the state.

To sustain these areas of strength, as a school we will continue to elect leaders for positions as grade level chairs, content area representatives, and department chairs. Chestatee will foster a culture that allows for opportunity and growth in leadership and abilities. Our school will maintain policies and procedures that allow for a responsible and effective administration that is operationally sound. Future deliberations will enforce and establish the foundations and principles that will not only guide our faculty, but also our students and community (Learn, Lead, Family).

On the other hand, the committee found room for improvement in the area of stakeholder engagement (2.5). While the leadership strives to engage the Chestatee community in school events, there is a consensus that the primary focus has been on students and their families, not other local community members. In addition, the administrative team needs to share information from all stakeholders with one another and then communicate that information back to the entire faculty.

As we move forward, our goal should be to engage the community as a whole and to provide meaningful leadership roles for stakeholders. Stakeholders includes anyone living or working in the CA district. Chestatee will investigate more ways to involve the community and work to expand our Partners in Education. Recently, we held a community yard sale and created a Partners in Education billboard. As well as attending grade level content meetings, the administrative team has also started a scheduled weekly meeting amongst themselves where school items from each content area are shared and addressed. This creates consistency within the school community, as well as ensuring administrators share current, reliable information with students and parents when questioned about content areas and grade-level assignments and expectations.

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: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. 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"> •Survey results •Lesson plans •Learning expectations for different courses •Course schedules •Link to Google Drive for ELA units and assessments Link to Sharepoint for Math units and assessments Common Science and Social Studies assessments Master Bell Schedule Weekly content meeting schedule Content Meeting Minutes Samples 	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 •Common assessments •Lesson plans aligned to the curriculum •Master spreadsheet scheduling GAR2C Vertical Planning Documents Lesson Framework Advanced Placement Recommendation Form 	Level 3

Accreditation Report

Chestatee Academy

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•Authentic assessments•Examples of teacher use of technology as an instructional resource•Examples of student use of technology as a learning tool•POWER/PUSH SCHEDULEPUSH SCHEDULE	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 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•Supervision and evaluation procedures•Peer or mentoring opportunities and interactions•Standards Based ClassroomsContent Area Minutes	Level 3

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">•Agendas and minutes of collaborative learning committees•Calendar/schedule of learning community meetings•Survey results•Curriculum MapsData Dig	Level 3

Accreditation Report

Chestatee Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 2

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"> •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 •TKES Conferences(Pre, Mid, and Summative) 	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 their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress 	Level 2

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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •At risk list of students 	Level 2

Accreditation Report

Chestatee Academy

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">•Survey results•Sample report cards for each grade level and for all courses•Policies, processes, and procedures on grading and reporting•District level summatives	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none">•Survey results•Brief explanation of alignment between professional learning and identified needs	Level 2

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•Lesson plan template with differentiation components Agenda from School Leadership Retreat	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: Rank 3

Chestatee Academy has several high ranking areas that demonstrate school strengths. This includes Curriculum and Instructional Design (3.1), Professional Practice and Ongoing Monitoring of Multiple Assessments and Data (3.2), Teachers Actively Engaging in Collaborative Learning Communities to Improve Instruction (3.5), and the Provision of Learning Support to Meet the Learning Needs of all Students (3.12). Chestatee Academy provides an equitable and challenging learning experience to all students through curriculum maps, engaging unit/lesson plans, and summative/unit assessments. As a school, the faculty has a master bell schedule that allows for students to have

Accreditation Report

Chestatee Academy

access to academically appropriate courses. These include advanced, gifted, on level, special needs and English language support. In addition to these courses, Chestatee Academy provides remediation classes through our PUSH reading and math classes. We additionally have a power/push schedule that integrates Science and Social Studies curriculum enrichment to all students. As a charter school, we provide enrichment through our SOAR (Seeking Out Authentic Relationships) program. SOAR allows for students to receive instruction in a school-wide enrichment model where students experience academies based on student interests and talents. Chestatee Academy is innovative with monitoring assessment and data for all students via a Master Excel Spreadsheet. This spreadsheet consists of multiple years of CRCT state testing along with subgroups identified. Master spreadsheet is individualized for each student while showing the needs and supports that are in place to ensure students' success. These items are monitored and revised during weekly content meetings. Our school has a yearly collaborative Data Dig with each academic content area. The data dig is comprised of a four hour block of time where staff members reflect on their prior students' test scores and then the teachers analyze their current students' scores. Teachers look at strengths and weaknesses within each domain for every class period. This vertical collaboration within the content areas allows for curriculum adjustment discussion and student deficit needs are identified and monitored throughout the school year. Another essential collaborative piece of our school is the active engagement of faculty during: SIT (School Improvement Team) meetings, grade level meetings, weekly content meetings, RTI (Response to Intervention), and governing board meetings. These meetings enable our staff to stay focused on improving instruction for Chestatee students.

An additional strength identified by our faculty includes School Leaders Monitoring and Supporting Teacher Instruction for Student Success through teacher/leader observations and feedback; along with mentor/mentee teaching assignments (3.4). Our faculty identified Engaging Instructional Strategies (3.3) and Defined Criteria for Grading and Reporting (3.10) as strengths with a rating of three. Our final strength under strand three was Professional Learning for New Teachers and Instructional Support (3.7). Chestatee Academy has a multitude of strengths in the area of teaching and assessing for learning although with all things these must be continually reviewed, revised, and revisited each year.

Actions to sustain areas of strength:

As Chestatee Academy looks to the future, we must maintain our current areas of strength. Our staff will continue to be data driven and meet collectively to address curriculum structure and design as well as student needs. Teachers will have ongoing development and implementation of common units and assessments in order to have consistency and address state standards. In addition we will sustain a schedule that allows students opportunities to receive academic supports when needed. School leaders will intentionally have a master schedule that provides allotted weekly meeting times for collaborative dialogue and planning for teachers that will effectively support and improve student learning.

Areas in need of improvement:

Our first area that our school found to be a level 2 which need further development include Implementing Instructional Processes (3.6). Staff looked specifically at a greater need for a school-wide system for student feedback to be provided in all contents by all teachers. While many departments have formative assessments, the staff felt as though this was not a strength in all content areas. A need for expressing and sharing high expectations by all was also acknowledged as an opportunity of potential growth. The second area of need was Engaging Families in Meaningful Ways (3.8). Chestatee Academy has multiple methods of parent communication: weekly email blasts (Spanish/English), infinite campus contact log/messenger/teacher feedback, quarterly newsletters, parent nights, school website, and google calendar. However, we dissected the level of engagement achieved by these modes of communication; revealing a lack of reciprocated communication from parents. A formal structure with an advocate for each student (3.9) was an area where consensus scored the indicator at a level 2. Chestatee supports students through multiple facets of relationships building but needs to strive to maintain those relationships throughout their middle school experience. Professional learning for all staff (3.11) was the final area that needs improvement. Over the last three years we have encountered a new state teacher/leader evaluation system (TKES/LKES), new state mandated curriculum (CCGPS), and also experienced changes in our administrative team. These changes have caused a shift in our focus away from an intentional professional development plan. Now that our school has had time to adjust to these overarching changes and needs; Chestatee Academy is shifting back to addressing professional development needs.

Improvement Plans:

As Chestatee Academy moves forward with our plans for improvement, we will look at effective ways to give constructive feedback to students. Additionally, our school improvement plan strives to implement more opportunities for parent involvement. The Soar academy CSVN-Spanish Videos seeks to engage parents by providing bilingual videos made by students. These videos are on our school website and explain relevant information regarding student success and education. Our leadership team has designed a new mission and vision for our school. A subcommittee has been created to help support that mission and vision. Our mission and vision of "Learn, Lead, Family", is a good foundation that will help sustain and give our students the support and guidance needed to build strong, long-lasting adult relationships. For the 2014-15 school year, Chestatee has detailed professional development plans for technology, book studies, and data dig. Teachers currently have multiple opportunities to take part in or lead professional learning. This is an ongoing process that will be revisited throughout the year and in subsequent years to work towards school improvement.

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: 2.86

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 describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •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 2

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 •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 3

Accreditation Report

Chestatee Academy

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"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •Award for Healthy School Documentation SOAR academies list with Recycling & Beautification groups 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Link to computer lab sign ups Website links Parent liaison 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 most stakeholders. School personnel have 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 •Techno Tuesday sign ins Student Announcements Link to Media Center online sign up sheet Link to Mastery Connect Information on Google Drive Spreadsheet of equipment in the building 	Level 2

Accreditation Report

Chestatee Academy

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">•Student assessment system for identifying student needs•Agreements with school community agencies for student-family support•Survey results•Schedule of family services, e.g., parent classes, survival skills•Social classes and services, e.g., bullying, character education•List of support services available to students•CA Counseling Plan School community resources Counselor's meeting minutes and groups SOAR Academies listing Partners in Education Athletics and Extra curricular blurb	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•Description of IEP process•Description of referral process•CA Counseling Plan Counselor's meeting minutes and groups Career Awareness and GABest documentation	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:

In an evaluation of the seven indicators of Standard Four, the stakeholders found that Chestatee Academy has resources and provides services that support its purpose and direction to ensure success for all students, albeit to different degrees of proficiency. Chestatee Academy does an excellent job of maintaining facilities (4.3, score of 4) while providing the material, fiscal and information resources (4.2 and 4.4, score of 3) along with the support and counseling services (4.6 and 4.7, score of 3) necessary for student success. The school leaders of Chestatee Academy have collaboratively created safety procedures housed in distinctive folders located in every instructional

Accreditation Report

Chestatee Academy

room and hosted district personnel in the establishment of safety procedures, in addition to the timely completion of all state safety drills. The cleanliness and maintenance of the school environment is viewed as the responsibility of all in the school, as evidenced by Chestatee's exemplary track record in custodial and cafeteria evaluations, established system of maintenance tracking, and student-directed recycling and beautification efforts. The healthy environment for students at Chestatee Academy has received national recognition with a "National Healthy Schools" Award, combining the efforts of both the lunchroom staff and physical education department. Chestatee Academy has been innovative in maximizing instructional time as a charter school of "Inquiry and Talent Development" in a flexible schedule (SOAR) that also supports a robust Response to Intervention (RTI) program. The allocation of material and fiscal resources ensures equitable opportunities for students in academics as well as connections classes and SOAR academies. Students and school personnel have an abundance of media and information resources at their disposal, including a fully-staffed, and standards-aligned media center (print and electronic resources), full-time technology assistant and a full-time bilingual parent liaison. Professional development, in the form of "Techno Tuesdays" and staff-led sessions, provides school personnel the opportunity to develop the skills to effectively utilize a variety of media and information resources. The media specialist has a flexible schedule which allows her to work with students and staff as technology and informational needs arise. The counseling department of two full-time counselors and a counseling secretary, combined with the additional support of a full-time nurse, parent liaison, part-time instructional coach, on-site social worker and juvenile justice personnel, collaborate in a shared space to coordinate programs to meet the physical, social and emotional needs of all students. Chestatee Academy's care for the whole child is illustrated in the timely identification and addressing of student needs in a systematic way that is continually evaluated through data analysis and constant communication.

Actions to Sustain Areas of Strength:

As Chestatee Academy moves away from a charter school status, keeping the focus on developing the whole child through a school-wide focus on meeting the needs of individual students to be successful will be paramount. To this end, the "Moving Forward Chestatee" committee is working to identify the areas of the school related to the motto of "Learn, Lead and Family" to retain and improve upon.

Areas in Need of Improvement:

The school identified weakness in the area of sufficient staff to support the school's purpose, direction, and the educational programs (4.1). One concern was class size. Over the years classes have gradually increased. While our administration works hard to keep classes as small as possible, our gifted, ESOL, connection, and some content area classes are substantially larger than they were in the past. Another focus of discussion was our English Speakers of Other Language (ESOL) students. When analyzing our data we found our lowest achievers are our ESOL students. Before the budget crunch we provided co-taught Math and Language Arts classes in addition to resource classes for these students. Now we have resource classes, with a limited number of co-taught ESOL Social Studies classes. Over the years we have seen a decline in our ESOL student achievement. The county has provided most positions critical for student achievement, not all. Teachers and administration feel many ESOL students would benefit from cotaught classes in numerous subjects to allow them opportunities to master reading, writing, and speaking English.

Another area of improvement was the technology infrastructure (4.5). This comes from a frustration with classroom computers. These are older desktops which the school elected to put in the classroom rather than discard when computer labs were refurbished over the years. The desktops are used for instruction with the projection system as well as mini-computer labs in the Language Arts classrooms. The age, slow speed, and limited memory of the devices has limited their use and dependability. Teachers fully utilize the many portable student laptop stations (sets of 5 and 10) available for checkout, along with iPads (groups of 6). There are pockets of reduced wifi in the building which prevents full usage of the laptops. The teachers do appreciate the many programs and platforms the county provides (Mastery Connect, Google Drive, and ebooks)

Plans to Improve:

Although Chestatee Academy added co-taught Social Studies this year to partially address our ESOL achievement gap, more could be done to close the achievement gap in other content areas. Class size imbalances could be improved through careful scheduling and a renewed focus on lowering class sizes to pre-recession levels.

We are currently adding memory to the classroom desktops used for projection and to the Language Art mini-lab desktops. This will reduce the number of Language Arts desktops from 10 to 5, but will provide more functionality. The extra memory will allow the projection desktops to run all programs needed for instruction. The county has a plan to increase wifi which will help with our pockets of reduced coverage.

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: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for 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 •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Master Spreadsheet SLDS Common Assessments 8th grade Writing Test EOCT Infinite Campus Content Area Minutes 	Level 2

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"> •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •SLDS Growth Model ELL Monitored Spreadsheet Access Testing Content Area Minutes School Improvement Plan At Risk and Academically Placed Students Leadership Retreat Agenda 	Level 3

Accreditation Report

Chestatee Academy

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a 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•TKES indicators and rubricsChestatee Meeting Schedules	Level 2

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">•Agendas, minutes of meetings related to analysis of data•Evidence of student readiness for the next level•Evidence of student growth•Access testingELL monitored spreadsheetSLDSData Dig PresentationData Dig SchedulesData Dig AnalysisTemplatesLeadership RetreatAgenda	Level 3

Accreditation Report

Chestatee Academy

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•SLDS ELL Monitored Spreadsheet At Risk and Academically Placed Students Data Dig Charter Annual Report Honor Society Induction Chestatee Academy Website School Newsletters ELL Monitored Spreadsheet At Risk and Academically Placed 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.

Chestatee Academy has an overall faculty consensus rating of three in the areas that demonstrate the implementation of a comprehensive assessment system. As a faculty, we determined that our strengths are in the following areas:

1. Processes and procedures for collection, analysis, and application of learning from a range of data sources (5.2),
2. Processes for analysis of data that determine verifiable improvement in student learning (5.4), and
3. Monitoring and communication of comprehensive learning and school improvement goals by leadership (5.5).

A major strength of CA is the use of the Master Spreadsheet. This detailed comprehensive data guides many of the initiatives here at CA. Once data is compiled and students have been placed, subject area teachers meet to analyze this information in a Data Dig. This allows for reflection on and revision of the prior year's teaching and learning. Results are analyzed in order to provide improved and enhanced instruction in all academic areas. SLDS growth bubbles are also analyzed and provide evidence of continued student growth and program effectiveness. Students receiving special education services are monitored for growth and readiness through IEP progress reports which are sent home every 4½ weeks. ELL students complete ACCESS testing to ensure that adequate growth is occurring and that placement is appropriate. Students who exit the ELL program are monitored for a period of two years to ensure their needs are being met without ELL services. Teachers meet in grade level content areas where summative and benchmark data are analyzed, instruction and assessment are planned collaboratively, and lesson revisions are discussed. The sum of these actions allows CA to continuously improve student learning, instruction, the effectiveness of programs and organizational conditions. Leaders also monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. They regularly communicate results to all stakeholders by utilizing multiple delivery methods. This is done through the meeting minutes of the leadership team, governing board, faculty meetings, content area meetings, and grade level meetings. Stakeholders are also informed of results through the use of Infinite Campus emails.

Actions to sustain:

Chestatee will continue to utilize the Master Spreadsheet, Data Dig processes, and growth bubble analyses in order to sustain and advance the trend of improved student learning. Content area meetings will also continue in order to maintain and enhance the effectiveness of our programs through the collaborative design of instruction and assessments, and review of results scores in order to remediate, accelerate, and revise for the future. Additionally, students receiving services through Special Education and the ELL program will also continue to be monitored on a consistent basis thereby continuing the upward growth of student learning.

Chestatee leadership will also continue to participate in all meetings of the leadership team, governing board, faculty meetings, content area meetings, and grade level meetings. During those meetings, the leadership team will monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals, using appropriate degrees of sophistication for all stakeholder groups.

Areas of opportunity for Chestatee Academy as determined through our faculty surveys include:

1. Establishing and maintaining a clearly defined and comprehensive student assessment system (5.1), and
2. Professional and support staff members trained and assessed in the evaluation, interpretation and use of data (5.3).

Comprehensive student assessment system data is gathered from multiple data sources, and access to this data is provided through the Master Spreadsheet. This spreadsheet is a very comprehensive tool used by school faculty, counselors, and leadership. Information on the spreadsheet includes historical CRCT scores, services, interventions, schedules, teachers, and also identifies the bottom 30th percentile per subject. The spreadsheet helps to guide student placement in classes, class instruction, and areas for possible remediation or enrichment. CRCT, 8th grade writing tests, EOCT, and common district Language Arts and Math Unit Summative Assessments are given and are proven reliable and bias free. Social Studies and Science benchmark assessments, however, are written by the grade level teachers and are, therefore, less so. The scores on these content area assessments are, however, used to guide instruction and assess student readiness for the next unit.

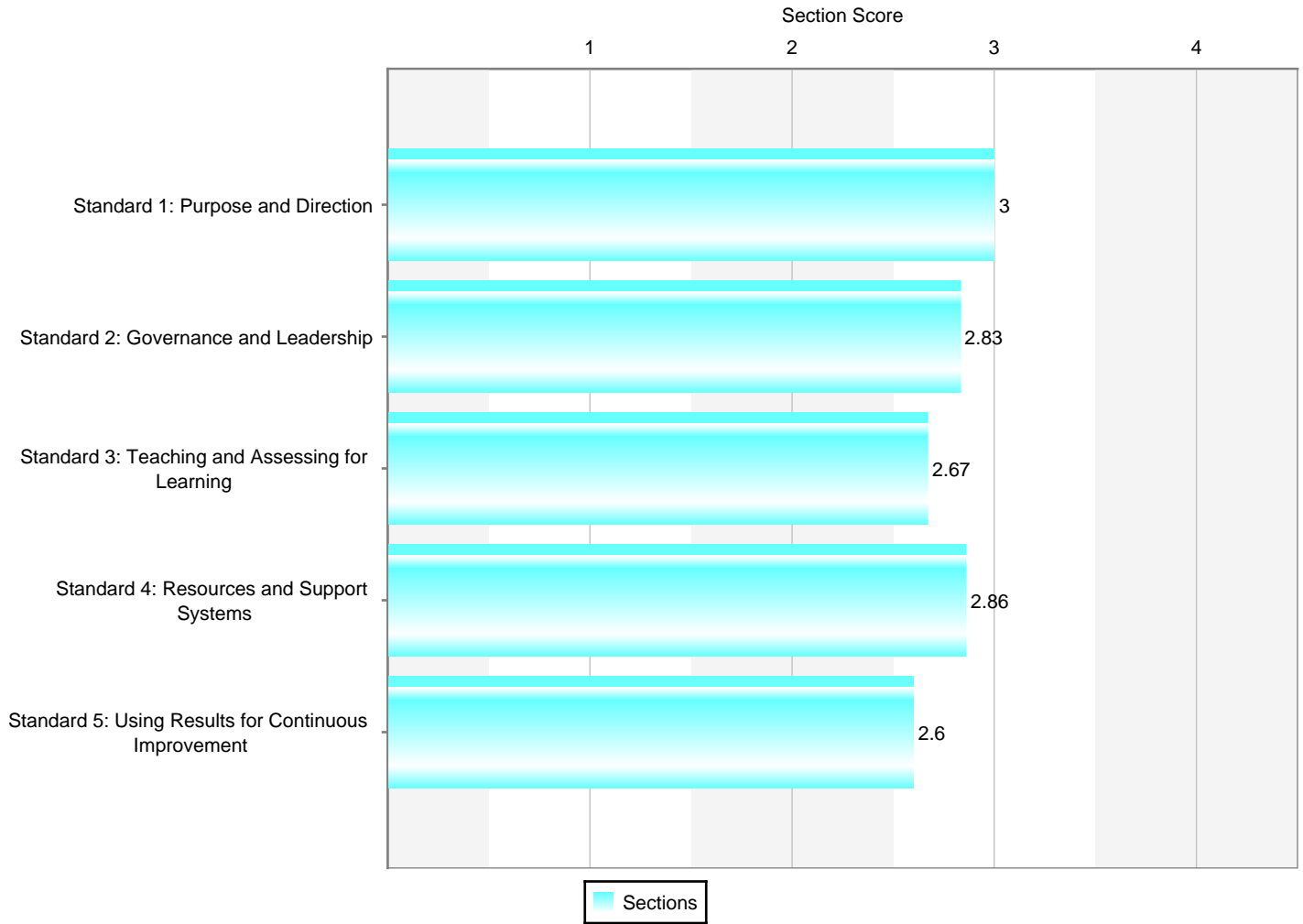
Improvement Plan:

While the tracking and use of student data is comprehensive at Chestatee Academy, there is an area for improvement. Social Studies and Science benchmark assessments could be more uniform across the district to help ensure reliability and the absence of bias. Based on CA's growth bubbles, these assessments do seem to indicate an accurate picture of student learning and school performance. School wide Social Studies scores showed growth of 69% which is second in the district with Science scores indicating growth of 72%, fourth in the district but the highest growth in the school. Overall, Chestatee was second in the district overall in growth.

While the Data Dig information can be shared with support staff, they are not trained in a program related to the evaluation, interpretation and use of the data. The Data Dig process can be improved by including all staff working with students. Master Spreadsheet training is offered to all school personnel but support staff is not required to attend this professional development related to the evaluation, interpretation and use of data. An improvement would be to require rigorous related professional development for all.

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		chestatee academy stakeholder data document

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	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?

Standard 4 (Resources and Support Systems) is our highest average level of satisfaction. Our second overall highest areas are Standard 1 (Purpose and Direction) and Standard 5 (Using Results for Continuous Improvement).

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

Our staff found four standards at a level of four or higher. Our staff and parents rated standard 5 (using results for continuous improvement) as our next highest indicator.

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

The highest area scored by our faculty was indicator 4.3, which is consistent with findings from parents.

Areas in Need of Improvement

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

Our lowest level of satisfaction with was Standard 3-Teaching and Assessing with an average of 3.84. Although students rated this area an average of 3.98.

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

Our second lowest indicator from parents and students is Standard 2 Governance and Leadership. Our second lowest indicator from staff is Standard 1 Purpose and Direction.

What are the implications for these stakeholder perceptions?

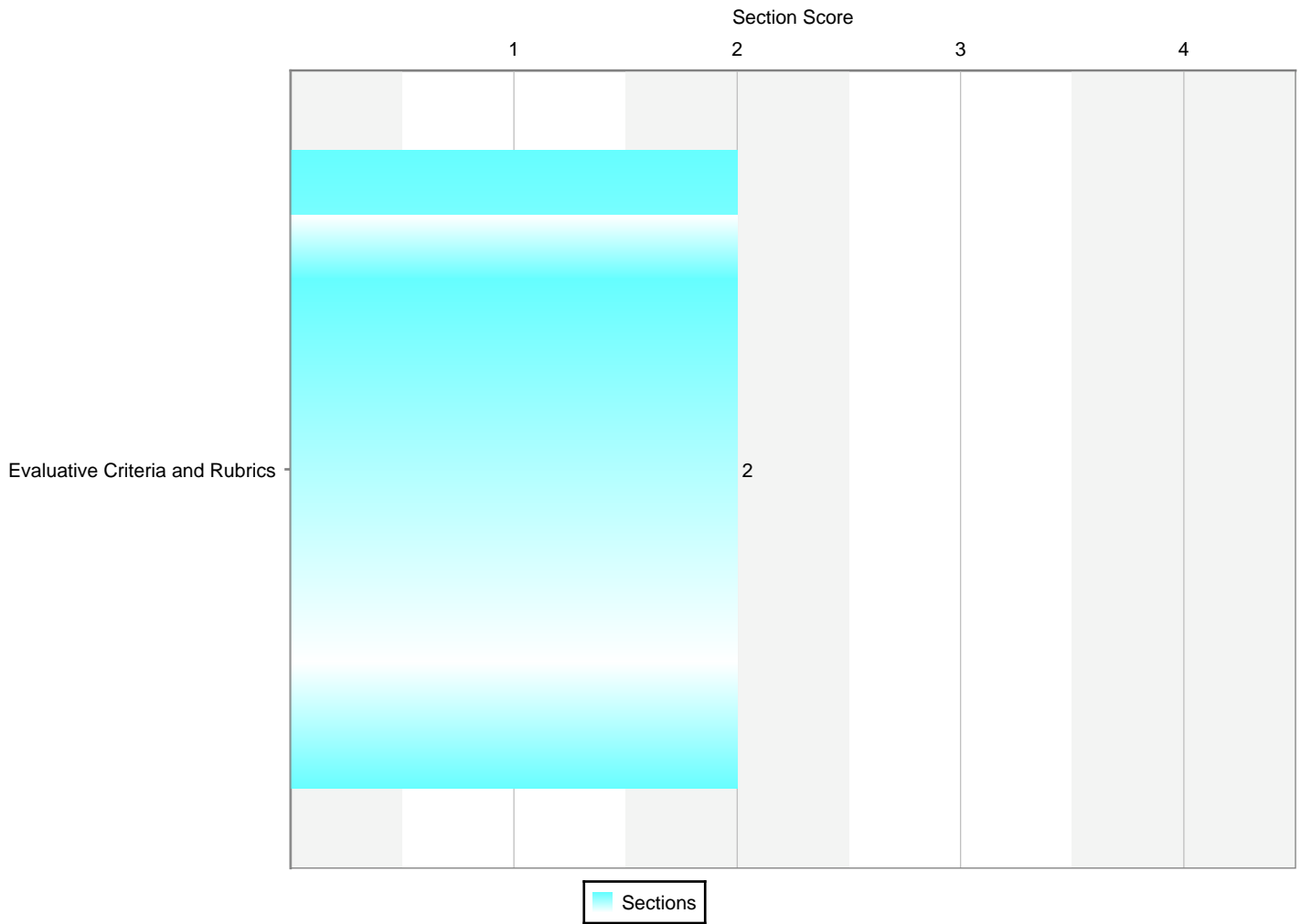
All stakeholders help to create a multidimensional view of our school's need for improvement with an intentional focus on Standard 3 Teaching and Assessing as indicated by parent and staff surveys. Our school improvement team will use these results from surveys to guide the development of our yearly School Improvement Plan and Professional Learning.

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

In Standard 5 (Using Results for Continuous Improvement), all stakeholders found Indicator 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.) as our greatest strength.

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		Student Performance Diagnostic CA Documentation for Areas in Need of Improvement Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Based on CRCT scores from 2007-2014, Chestatee Academy's reading scores are above the expected performance level. Since 2007, we have consistently increased the number of students who have exceeded from 15.5% to 44.9%. In Mathematics, CRCT scores from 2007 to 2014 show an overall increase in the exceeds percent from 23.2% to 38.4%. In Science, we went from an exceeds percentage of 13.5% to 35.3% over the past seven years. In Social Studies, the exceeds percentages increased from 22.3% to 45.1%.

Additional data shows that in the Reading portion of the CRCT from 2008-2014, the meets and exceeds grew from 87% (which is 3% below the state-average of 90% Meets/Exceeds) to 97% (2% above the state-average of 95% Meets/Exceeds). This is a notable achievement because Chestatee Academy showed a 10% growth over the past 6 years compared to a growth of 5% at the state over the same time period. Chestatee Academy is now above the state reading scores in 2014.

In English Language Arts, Chestatee grew from 83% Meets/Exceeds to 93%(10% growth from 2008-2014) while the state went from 87% Meets/Exceeds to 92% Meets/Exceeds(5% growth from 2008-2014). Chestatee is now 1% above the state average compared to prior scores of 4% below the state.

In Mathematics, Chestatee showed gains from 73% to 88% Meets/Exceeds(15% growth from 2008-2014) while the state scores show an increase of 7%(77% in 2008 to 84% in 2014).

Chestatee's science scores indicate an improvement of 14% over the past 6 years. In 2008, we had 66% Meets/Exceeds and in 2014 we have 80% of students Meet/Exceed. The state scores indicate an improvement of 7% over the past six years. We have a 7% gain over the state scores in Science.

In Social Studies, the data shows that Chestatee had a gain of 3% over the past 7 years. In 2007, 80% of students Meets/Exceeds and in 2014 83% of students Met/Exceeded. The state scores declined 5% over the past seven years. The state scores show 87% of students meeting/exceeding in 2007 and then in 2014 82% of students met/exceeded on the CRCT. Chestatee Academy went from 7% below the state to surpassing the state in 2014.

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

Reading scores show that we were at 85.2% meets and exceeds in 2007 and then showed an increase to 96.9% in 2014.

English Language Arts scores also indicated high achievement in our longitudinal data. In 2007, our data showed that 84.8% of students met or exceeded in ELA. In 2014, we showed an upward trend of 93.1% of students met or exceeded in ELA.

In addition, we have shown growth from 74.6% meets and exceeds in 2007 to 88.6% of students meeting or exceeding state math standards.

Chestatee Academy's meets and exceeds scores in Science also showed an overall increase from 62.6% to 80%.

In Social Studies, Chestatee CRCT scores in 2007 were 80.4% and in 2014 we had an increase with 82.7% meeting/exceeding.

Which area(s) indicate the overall highest performance?

Accreditation Report

Chestatee Academy

All academic areas at Chestatee Academy that were assessed showed gains independently as well as in comparison to the state. Initially, all tested subjects scored below the state in 2008. 3 out of 4 content areas have surpassed the state in 2014 with one subject now the same percentage as the state. Based on CRCT scores from 2008-2014, the area of reading indicates the overall highest performance level. 97% of Chestatee students met or exceeded in 2014. Math scores also indicate a high level of performance with 15% growth which is now 4% above the state percentages.

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

The Students with Disabilities subgroup data indicates an increasing trend of students meeting/exceeding. The data for this subgroup shows that our students with disabilities have an overall 4% growth in Reading/ELA each year for the past seven years. In Mathematics, our students with disabilities have shown an overall growth of 6% each year for the past seven years.

Between which subgroups is the achievement gap closing?

The achievement gap is closing for our Special Education subgroup. There has been a 4% continual increase in performance increase in the areas of Reading and Language Arts over the past 7 years. There has been a 6% consistent increase each year for the past seven years in Math performance for Special Education students.

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

All of these findings are consistent with data reviewed annually. Data sources reviewed include CRCT, SLDS, CCPRI, AYP, and common summative assessments.

Areas in Need of Improvement

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

Six grade CRCT scores in ELA dropped from 92% in 2013 to 90% in 2014. 7th grade CRCT scores in Math dropped from 92% in 2013 to 91% in 2014. 8th grade CRCT scores in Math dropped from 85% in 2013 to 84% in 2014.

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

As stated in the previous question, the negative trend in CRCT scores is for 6th grade ELA, 7th grade Math and 8th grade Math. 6th grade ELA scores dropped from 92.5% in 2012 to 90.4 in 2013 to 90.4 in 2014 with 1% lower in exceeds. 7th grade CRCT scores in Math showed some discrepancies with a drop of 91.5% in 2013 to 90.6 % in 2014. 8th grade CRCT scores for meets/exceeds was 85% in 2012 to 83.5 % in 2014.

Which area(s) indicate the overall lowest performance?

In 6th grade our lowest overall performance category is 6th grade Science CRCT scores with meets and exceeds at 72.9%. 7th grade shows our lowest overall area of meets and exceeds at 85.4 % for Social Studies. 8th grade CRCT scores show the lowest performance at 77.1% meets and exceeds in Science.

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

Chestatee Academy's ELL and Hispanic subgroups show a trend of decreasing performance according to the 2012-13 state performance flags.

Between which subgroups is the achievement gap becoming greater?

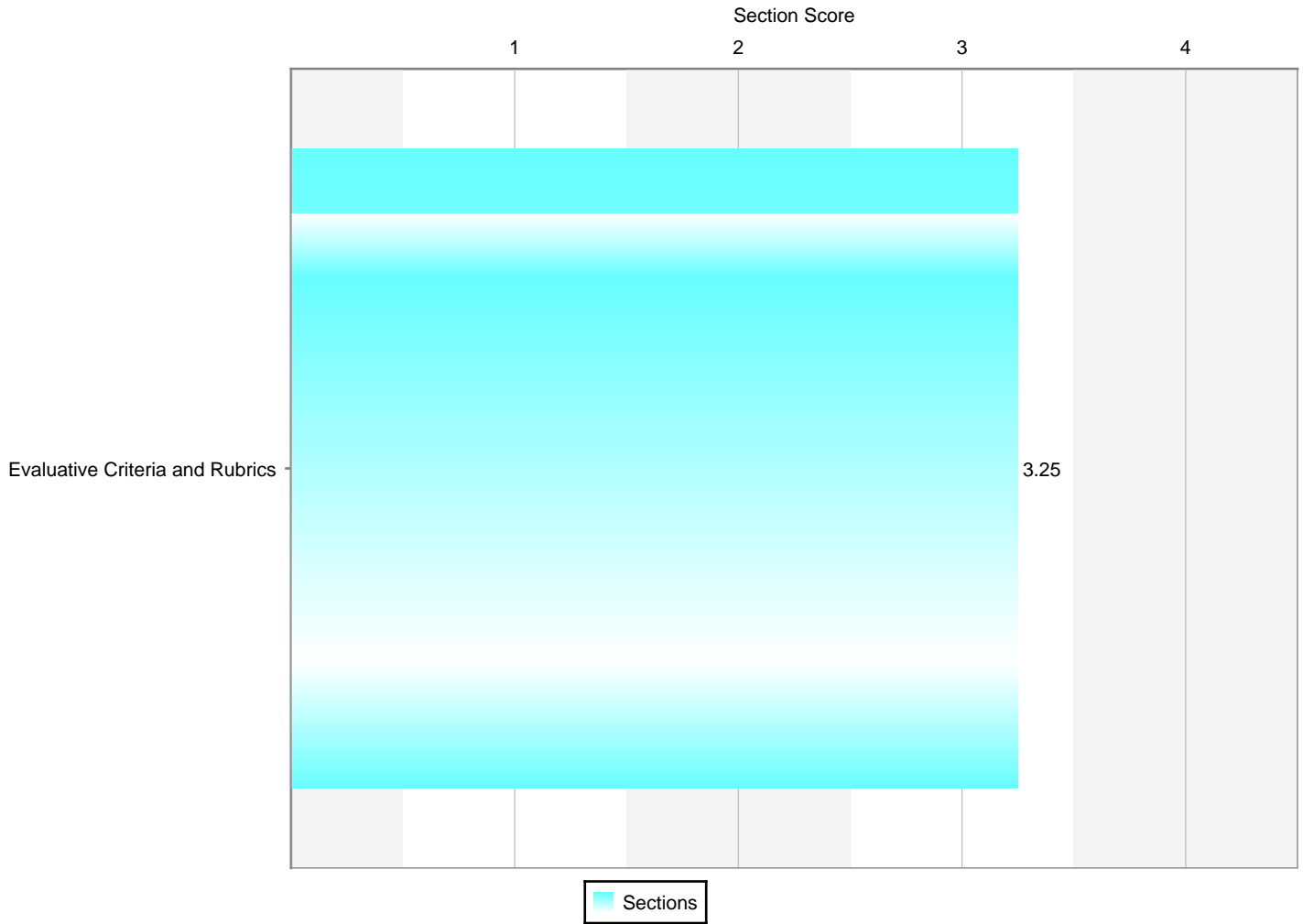
According to the state performance flag indicators in 2012-13, the subgroups of ELL, ED, and SWD earned 6.8 out of a potential score of 10 points. Chestatee Academy received only 6 flags out of 15 potential ones that could be earned. The subgroup of ELL didn't meet any of the performance indicators set by the state for a component of the CCRPI for 2012-13.

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

All of these findings are consistent with data reviewed annually. Data sources reviewed include CRCT, SLDS, and CCPRI.

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	Yes we are an accredited school.	

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	To the best of our knowledge we have completed the requirements above.	

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	Our emergency plan is up to date and certified.	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	Our school is audited each year through the district.	

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	Our School Improvement Plan is attached below.	Chestatee Academy SIP