



Accreditation Report

Dean Myers Elementary School

Hall County School System

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Executive Summary

Introduction

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

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

Description of the School

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

Dean Myers Elementary opened in August 1976, in the Candler community of Hall County School District. The building was originally designed with five pods containing four classrooms in each pod. The original building accommodated 375 students. As the community has changed the student population has increased to fluctuate between 680 students to 725 students. Throughout the last 15 years an additional 33 classrooms have been added along with a music room, art room and a computer lab.

Candler, the south Hall community in which Myers is located, was once mostly rural but has become more industrial in the last decade. Along with the industrial growth, the Myers Elementary district has gained in a number of subdivisions and single family residences.

Myers (MES) is one of twenty elementary schools in the Hall County School System. The current Myers Elementary School K-5 is located in rural south Hall county. The student population of 690 students is 79% Hispanic, .1% American Indian or Alaska Native, .1% Asian, 3% Black/African American, 21% White, and .1.8% Multi-racial. The percentage of economically disadvantaged students at Myers is 92. The school houses one special education Pre-school class with 10 students and one Ninth District Pre-Kindergarten class with 20 students. The mobility rate of Myers students is 32% of the 2013-2014 students moving between schools and/or districts last year. The economic situation with Myers' families is most often the cause for the movement between schools and districts during the school year. In addition, many students visit their relatives who reside in Mexico and/or Texas for several weeks at a time.

Approximately 47% of Myers' 690 students qualify for English Learner (EL) services; 6.0% for Special Education; 3% for migrant services; and 5% for the gifted program.

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.

At Myers Elementary School we provide a safe, caring and motivating place where children are able to learn and grow to be the best they can be. It is our vision at Myers is to provide an environment and opportunities so that all students will be lifelong learners and productive citizens.

At Myers Elementary School, we believe that every student should:

Be actively engaged in learning for life

Achieve at their full potential

Use technology effectively

Have a safe, positive and nurturing environment

Demonstrate respect for themselves and others

Be a productive citizen

To promote our mission, vision and beliefs we follow the common core standards as our basis for learning in math, reading, writing, science and social studies. Our school is Title I so we provide many instructional assistance programs including special education resource, reading intervention, after school extension program, morning tutoring and mentoring as well as response to intervention strategies level 2 and 3 to help eligible students achieve their goals and competency. Our English Learner (EL) population is offered extensive support. With six ESOL teachers, language acquisition is provided to approximately 49% of students through guided reading, writing and /or RTI. All students in kindergarten through fifth grade are offered Physical Education, music, art, science lab and computer lab each week. Students who exceed expectations and qualify for additional programs are offered enrichment classes through our gifted and Bridges program. Fifth grade students have additional opportunities to participate in ADVANCE, our drug and gang awareness program through the Hall County Sheriff Department and 4-H. After school programs provided for 4th and 5th grade students include chorus and a running program. The Myers community is involved through Partners in Education, community volunteers, Junior Master Gardener program, PTO, Veterans Day and Patriotic Day.

Our goals for Myers were created through analysis of student achievement data trends and are aligned to Hall County School System goals. All grade level teams participated in the examination of the data and the creation of goals. The faculty, staff, and stakeholders were given a draft copy of the School Improvement Plan to review to insure feedback in creating the goals.

Goal 1 - 1. 90% of students will be reading on grade level at the end of their current grade level based on DRA

Goal 2 - Score as well as or better than schools with similar demographics on the Georgia Milestone Assessment.

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Goal 3 - All Hall County schools will participate in a Georgia Assessment of Performance on School Standards (GAPSS) review. An annual process for conducting self-reviews at each school will be implemented. A GAPSS review will be conducted in each school on a 3 or 4 year rotational basis.

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.

Myers Elementary School Notable Achievements

Myers Elementary School has consistently been noted as a Title I Distinguished School. As a Title I Distinguished School, Myers Elementary School was included in a group of only ten schools where students had the highest percentage of exceeding scores on standardized assessments. Also, as a Title I Distinguished School, Myers Elementary School has had consecutive years of making adequately yearly progress.

Myers Elementary School was recently a recipient of a \$100,000 Target Grant. As a recipient of the grant, classrooms received additional instructional tools such as Promethean equipment, a kiln, musical instruments, and lab supplies to enhance the teacher's ability to support student learning. The building and property of Myers Elementary School was also enhanced through such additions as two new playgrounds for students to encourage social interaction and free play, entrance signs to increase visibility, and landscaping to provide an attractive and welcoming environment to all stakeholders.

Myers Elementary School Areas of Improvement

Analysis of 2014 assessment data revealed that there were inconsistent strengths in math and social studies in grades 3, 4, and 5. Strategies currently implemented to improve in these and all other subject areas include:

- Horizontally and vertically align and monitor the implementation of nine-week curriculum maps in reading, language arts, and math.
- Build consistency in the use of best practice in standards-based classrooms (CCGPS) with a focus on increasing rigor in Reading Workshop, Math, Calendar Math, and Writer's Workshop.
- Reduce class sizes in first grade to provide a focus on reading comprehension and math.
- Provide quality Tier I instruction in science and social studies.
- Provide professional learning in reading comprehension, writing, math, technology and best practices in standards-based instruction.
- Prepare students in using technology in the classroom and for assessment by providing more opportunities for technology based assignments and assessments.
- Continue validating for standards-based reporting by identifying what mastery looks like for each standard; using data to drive instruction, and implementing system-wide rubrics and common assessments reflective of standards' mastery.
- Continue RTI grade level teams and school-wide CARE Team to monitor students' progress in reading, language arts, and math as students move through Tier II, III and IV.
- Continue the after-school program support (YMCA and extension) based on students' learning needs as reflected in CRCT data.
- Continue the collaborative planning framework that guides instruction for student learning.
- Development of school academic committee teams to analyze curriculum, instruction, and assessment data to ensure alignment with system and school goals.

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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 have 4 Title I Twenty First Century Classrooms which house a creation station for students to incorporate technology in their small group projects and presentations, student laptops and a zenon.

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: 2.0

| 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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily 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 | Level 2 |

| 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 sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice. | <ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Documented parent/teacher conferences Parent contact logs PTO/Title 1 meetings Twitter | Level 2 |

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| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|--|--|---------|
| 1.3 | The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. | School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available. | <ul style="list-style-type: none"> •Survey results •The school continuous improvement plan •Academic grade level continuum •DRA progress monitoring •DIBELS progress monitoring •Title 1 Power Points •Parent conference documentation •Infinite Campus contact log •Grade level news letters | Level 2 |

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

The faculty of Myers Elementary School (MES) revisits the school's mission and purpose on a periodic basis. Our faculty participates in the process by meeting in grade levels and committees. Parents and students are given surveys every year for their opinions and thoughts. Implementation will be communicated through the school website, Twitter account, and agendas.

The culture of MES is predicated upon "At Myers Elementary School we provide a safe, caring and motivating place where children are able to learn and grow to be the best they can be." We address our students' various needs through the following programs: gifted program (SEARCH/BRIDGES), EIP services, Response to Intervention (RTI), Myers Accelerated Academy (MAA) after-school program, ESOL, Newcomers, Migrant, Parent Liaison, speech and language services, guidance counselors, Title I targeted assistance, and special education. Grade level planning reflects the faculty's commitment to student engagement through collaborative planning. Students participate in interest-based activities: Junior Master Gardener, iRun, and 4th/5th grade Chorus Club.

Professional learning is continuously implemented throughout the school year in grade-level meetings, committee meetings and formal professional learning. Student achievement data (DIBELS, DRA, sight-word inventories, phonics inventories, math progress monitoring, county unit assessments, Student Learning Objectives (SLOs), RTI progress monitoring, running records, WAPT, ACCESS, CRCT, Milestones (begins this year) is analyzed to plan instruction and professional learning courses. Teacher accountability is addressed through the Teacher Keys Evaluation System (TKES) which includes walk-throughs, formal observations, pre and post conferences. Teachers have the opportunity to evaluate administrators through surveys. School leadership is accessible and open to any questions in our grade-level and committee meetings in person or through other forms of communication. Teacher input is encouraged and appreciated.

Standard 2: Governance and Leadership

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

Overall Rating: 2.33

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|--|--|---------|
| 2.1 | The governing body establishes policies and supports practices that ensure effective administration of the school. | Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most 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 staff. Policies and practices provide requirements and oversight of fiscal management. | <ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •Title 1 Parent Involvement Policy in English & Spanish •Title 1 Budget •Leadership Team Minutes •Title 1 Minutes | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|---|---|---------|
| 2.2 | The governing body operates responsibly and functions effectively. | The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations. | <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 •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Grade level minutes •Professional learning opportunities provided by Instructional Coach & Media Specialist •System level training modules •Assessment training documents •Leadership Team minutes | Level 2 |

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| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|--|--|---------|
| 2.3 | The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | The governing body generally 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 usually 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 •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Communications from grade level minutes Leadership team agendas and minutes Survey results School Improvement Plan | Level 2 |

| 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 in support of the school's continuous improvement plan •TKES accountability and survey results Goal setting with students and staff Title 1 Compact GKIDS Data notebooks Reading Intervention Grade level minutes Student handbooks Grade level agenda and minutes Leadership Team members & responsibilities | Level 3 |

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| 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 •Copies of surveys or screen shots from online surveys •Survey responses •Communication plan •Parent and student survey responses ESOL-Title 111 communication plan Title 1 Parent Compact Parent Liaison's meeting agenda and minutes Title 1 Committee agenda and minutes Student handbooks Leadership Team minutes Leadership Team minutes | Level 2 |

| 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 •Job specific criteria •Representative supervision and evaluation reports •PL offered by Instructional Coach School Improvement Plan TKES Handbook Title 1 Highly Qualified Teacher Letter | Level 3 |

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

At Myers Elementary School (MES), as well as the Hall County School System, our mission and vision statements align directly with the direction and effective operation of the school system (2.1). At the system level, our policies, procedures, and practices provide effective direction, guidance, and fiscal management. At the school level, the policies provide us with a clear direction regarding effective school operations. Observations, walk-throughs, curriculum maps, and grade level unit plans provide a framework that allows for effective monitoring of assessment and instruction. MES utilizes both the Staff and Student Handbook as a means to adhere to the policies and

procedures of our school. The school utilizes a message program through Infinite Campus, school website, and social media to communicate to all stakeholders changes in policies and procedures and upcoming events.

At the beginning of each school year all employees are required to view modules on the computer regarding compliance policies, code of ethics, sexual harassment, bullying, mandated reporting, and others. These modules have been prepared by Pioneer RESA and special modules prepared by the local system. In addition, all school administrators are updated annually on all policies, procedures, laws, and regulations that relate to the local, state, and federal levels. MES has additional responsibilities due to our Title I status. System level policies are reviewed with administrators in monthly meetings and made available on the system eBoard (2.2). All staff members at MES receive a daily email from our administration that outlines upcoming information and events. All staff members at Myers Elementary School are Highly Qualified and are required to keep a record of their certificates and endorsements current in the administration offices.

The governing body of the Hall County School system provides the school level administrators the autonomy to set goals and manage the day-to-day operations effectively based on our school's vision and mission that aligns to the system mission and vision (2.3). Through monthly principal and assistant principal meetings, the governing body provides the necessary guidance and support for each county school. School leadership team meetings, faculty meetings, and the system level Teachers of the Year committee provides support to each school through the district level offices such as Teaching and Learning, Student Services, Human Resources, Technology, and Financial Operations. The TOTY committee allows for communication between the school and the system.

Leaders and staff consistently align their decisions and actions for continued improvement with the school's systems mission and vision (2.4). We have high expectations for student achievement towards meeting the standards through collaboration, shared leadership, and rigorous professional growth. Our school leaders are proactive and persist in supporting the staff in increasing measurable growth in all of our students.

With the cooperation and a sense of community among all stakeholders (2.5) the process is designed to enhance and foster an ongoing collaboration characterized by a sense of community ultimately leading to the involvement of stakeholders. Leaders consistently communicate effectively with appropriate and varied representatives of all stakeholder groups and provide opportunities for stakeholders to share in the decision making process. We communicate with our stakeholders through the School Messenger system, calendars, school website/teacher pages, PTO meetings, Title I meetings, agendas, and various grade level newsletters in English and Spanish.

The role of supervision is to improve classroom instruction and professional practices. Feedback is provided to the teachers in order to help them become proficient in all areas. The county is currently using Teacher Keys for the teacher evaluation process. Multiple conferences are planned throughout the year to promote continuous growth (2.6).

ACTIONS TO SUSTAIN AREAS OF STRENGTH

The staff at MES seeks to sustain growth in our areas of strength in governance and leadership. The committee recommends continued implementation of polices that guide and promote effective performance of the school leadership through professional learning opportunities and system level support. All practices will be continuously reviewed by the MES leadership team and staff to further engage stakeholders, foster a culture aligned with the school's mission and vision. The committee seeks to utilize Teacher Keys, and other supervision and evaluation processes to improve professional practice and student success.

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: 2.17

| 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 •Posted learning objectives •Representative samples of student work across courses | 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. | School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment. | <ul style="list-style-type: none"> •Curriculum guides •Common assessments •Standards-based report cards •Surveys results •Lesson plans aligned to the curriculum | Level 2 |

| 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 sometimes 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 groups of students when necessary. Teachers sometimes 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"> •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Surveys results | Level 2 |

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| 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">•Supervision and evaluation procedures•Surveys results•Administrative classroom observation protocols and logs | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|---|---|---------|
| 3.5 | Teachers participate in collaborative learning communities to improve instruction and student learning. | Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities. | <ul style="list-style-type: none">•Agendas and minutes of collaborative learning committees•Calendar/schedule of learning community meetings•Survey results | Level 2 |

| 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 | 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. | Some 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 school personnel. | <ul style="list-style-type: none">•Survey results•Professional learning calendar with activities for instructional support of new staff | Level 2 |

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| 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"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process | 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"> •List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure | Level 2 |

| 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. | Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated. | <ul style="list-style-type: none"> •Survey results •Sample report cards for each grade level and for all courses | Level 2 |

| 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"> •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs | Level 2 |

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| 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 special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with 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 students within these special populations. | <ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Renzulli, RTI interventions and strategies, Reading Intervention Classes, Special Education Services, ESOL services, Teacher and student led tutoring, | Level 2 |

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.

Myers Elementary School has implemented the CCGPS curriculum, based on learning experiences that provide multiple opportunities for all students to develop learning, critical thinking, and life skills that align with our school's purpose and vision. Data from a variety of assessments, such as CRCT, Formative System level Unit Assessments in ELA and Math, DRA, GKIDS, DIBELS, Phonics Inventory, and teacher observation checklists are used to monitor and guide instruction to best meet the individual level of each student at MES. Teachers plan and use best instructional practices that encourage collaboration, higher order thinking, and self-reflection.

Administrators attend collaborative grade level team meetings and academic team meetings, as well as district level meetings. Student achievement data is monitored regularly. Discussions from meetings and student data help to guide the school improvement plan and provide direction for school level professional learning.

Common grade level planning allows for multiple scheduled collaborative sessions per week. Georgia Common Core Standards, curriculum guides, learning pathways, rubrics and more guide and inform students of instructional goals. Individual needs of students are met by modifying instruction and flexible grouping using progress monitoring and data generated by formal and informal assessments.

Due to the small number of new teachers at MES for the last 5 years, there is no formal mentor program. New teachers are assigned a mentor and participate in a system-wide mentor program. Hall County School System conducts a two day New Teacher Orientation each year prior to the beginning of the school year. Administration at MES does not have regularly scheduled meetings with new teachers. The new staff members have grade level and administrative support throughout the year as needed. Each staff member receives a faculty handbook with mission, beliefs, vision, procedures and expectations; however, an additional section or additional handbook for new teachers would be beneficial.

Myers Elementary School offers opportunities for each family to have meaningful engagement in each child's education. Weekly folders, agendas for daily communication, school and teacher websites, conferences, PTO meetings, Title I meetings, Twitter, newsletters, an electronic sign at the entrance, and school messenger system are examples of communication portals offered to keep families informed of school news and activities.

Myers Elementary School has two part time counselors that meet with classrooms on a regularly scheduled basis. The counselors also provide small group and individual sessions with students upon request. MES provides Art, Music, Physical Education, Technology, Science and Social Studies lab and Media classes that see all students. Additional opportunities to extend learning include Myers Acceleration Academy (after school extension), 4-H, chorus, ADVANCE (drug and gang awareness), paper recycling program, Character-ed program and iRun, an after school girls' running program.. MES also offers Search and Bridges Program for enrichment for students who qualify in grades 1-5. An exploratory enrichment block is also offered for kindergarten. Students who do not meet expectations in reading are served an additional segment daily in reading intervention in first and second grade.

Teachers at Myers Elementary School use common grading and reporting policies, based on criteria defined by the system, that represent SY 2014-2015

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Dean Myers Elementary School

students' progress and mastery of standards. Parents and stakeholders are informed of grading and progress monitoring procedures within each grade level at Open House, parent involvement meetings, curriculum nights, during parent-teacher conferences, and through school and system websites and the student handbook.

All school personnel participate in a continuous program of professional learning that is aligned with the school and system purpose, direction and goals. To strengthen content knowledge and best practices, teachers and administrators complete an annual self-assessment through the Teacher Keys Evaluation System to identify professional learning needs. The school and system also provide professional learning based on identified needs. School level professional learning is organized by instructional coach and administration. Access to district professional learning is available through PDEExpress which is on the Hall Connect website.

At Myers Elementary School, student data is shared, analyzed, and acted upon in grade level teams and leadership team. In order to maximize available resources, a master schedule allows for common planning times for teams. "Data Meetings" are held throughout the year in order for each grade level team, instructional coach, and administration to collaboratively review student progress and assess strengths and weaknesses in instruction as well as plan for the needs of groups and individual students.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.43

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|--|---|---------|
| 4.1 | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. | Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school. | <ul style="list-style-type: none"> •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 •Documentation of highly qualified staff | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|--|---|---------|
| 4.2 | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. | Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction. | <ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar •School schedules include activity schedules , ESOL schedules, Gifted/Bridges schedules, SPED schedules, classroom schedules, and intervention schedules. | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|---|---|---------|
| 4.3 | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. | School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored. | <ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Health department grades for cafeteria Monthly cafeteria menu Lunch schedule | Level 2 |

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| 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"> •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Purchase orders- Technology, Media Center, and Leveled Book Allocation | 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 •Policies relative to technology use | Level 2 |

| 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 endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to 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 •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 •Enrichment opportunities- Chorus, 4-H, ADVANCE, MAA, PTO family events Activity schedule for PE, ART, Music, Science Lab, Computer Lab | Level 2 |

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| 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 endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to 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•Data collected to guide instruction-math unit assessments, running records, phonics inventories, DRA, CRCT, SLO's, Georgia Writing Assessment | Level 2 |

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.

All Myers Elementary School professional and support staff are highly qualified and fulfill their roles and responsibilities necessary to support the school's mission, vision, and educational program. The faculty and staff provide a positive learning environment for all students. The Hall County School System Board of Education outlines the process for hiring and personnel assignments (4.1).

Myers Elementary School leadership and faculty maximize instructional time, material and fiscal resources to offer excellent educational opportunities to all students. Instructional time and resources are maximized through Myers Special Education program using a blended delivery model of pull-out and consult. Other supportive programs including ESOL, Title I, Reading Intervention, Instructional Extension (MAA), Title I Summer School, and the Gifted/Bridges program also maximize instructional time and resources to meet the diverse learning needs of Myers students (4.2).

Myers Elementary School maintains facilities and equipment to provide a safe, clean, and healthy environment. MES has a safety protocol and response team guidelines for each emergency. MES participates in monthly fire drills as well as state mandated lock-down and severe weather drills. MES School Resource Officer and other Hall County Officers visit and walk through the school frequently. All visitors and volunteers must sign in with the front office, have their I.D. scanned, and wear a visitors badge. School safety information is provided for students and parents on the MES web page that is linked to the Hall County Safety Center. Some faculty and staff members have been trained in CPR and AED. MES has a nurse on duty during student school hours. Myers Elementary School is a member of Alliance for a Healthy Generation. The cafeteria menus meet state nutrition guidelines (4.3).

Myers Elementary School provides a wide range of media and information resources with a variety of ways to support the school's educational programs. Resources include leveled book sets, curriculum-based books, media instruction, research materials, and technology that aid in the instruction of the Common Core Standards. Technology support information is provided for students on the Myers web page that is linked to Hall County Schools Technology Support. Students attend media center classes for language arts and technology instruction. The media specialist guides students to research, analyze, and synthesize information and supports school personnel (4.4).

Technology infrastructure supports the school's teaching, learning, and operational needs. It has been a goal at the Hall County System level for all schools. School personnel have received technology training and help through IT personnel. There are system technology policies that serve students and teachers. Technology policy information for students and parents is on the MES web page that is linked to Hall County School Technology Support. Myers Elementary School teachers have web pages to support curriculum instruction. MES has two computer labs, six laptop carts, three net book carts, and one iPad mini cart that are used to integrate technology standards across the curriculum. Promethean boards are used in each classroom. Laptops, Net Books, Xooms, iPads, Google Drive, Canvas, and ActivSlates are also

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available for use in the classrooms. MES teachers are learning new aspects of technology through professional learning opportunities (4.5) Myers Elementary School places great emphasis on considering the whole child when planning services. Student services are developed to meet the physical, social, and emotional needs of students. MES whole child approach to education continues to foster each unique child while creating community within the school. Myers Elementary School challenges each child to be actively engaged in learning for life. The Hall County School system has developed a Community Resource Guide that is available to parents upon request. Helping families make connections with local agencies and services is ongoing based on individual student needs. Students have access to a school nurse, speech-language pathologist, and school counselors. All students participate in Physical Education, Art, Music, Science Lab, Computer Lab, and Guidance programs. Physical needs are met by supplying nutritional programs to all students regardless of socioeconomic status (Free and Reduced Lunch Program). MES students are enriched by programs such as Chorus, 4-H, ADVANCE, iRun, MAA, PTO family events, Title I Parent Involvement Plan, and the RTI process (4.6).

Myers Elementary School provides services that support the counseling, assessment, referral and educational needs of all students. The RTI, IEP, and 504 processes are effective in identifying students who struggle academically. MES uses data from county created math and ELA unit assessment testing, Running Records, Phonics Inventories, DRA, CRCT, SLO's, ACCESS, and Georgia Writing assessments to individualize instruction. Progress is monitored through programs such as Special Education, ESOL, Gifted, Data Team meetings, Collaborative Planning meetings, IEP meetings, RTI and CARE Team meetings, and parent conferences. Myers Elementary School will continue to maximize time and resources to guide all students to reach their full potential (4.7).

Areas in need of improvement:

During committee meeting discussions, Standard 4.6 was a low rated area. At this time, school personnel do not have measures of program effectiveness in place and have not used data to evaluate programs and make improvement plans. In the past Hall County Counselors have evaluated programs, collected data, and created an improvement plan. During this school year, Hall County Counselors plan to go through this process to create a current improvement plan.

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: 2.8

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|--|--|---------|
| 5.1 | The school establishes and maintains a clearly defined and comprehensive student assessment system. | School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. | <ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Myers Testing Plan Writing Testing Plan ACCESS Testing Plan Testing Calendar | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|--|--|---------|
| 5.2 | Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. | Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions. | <ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Title I School Improvement Plan School Improvement Plan Math Professional Learning Plan Writer's Workshop Professional Learning Plan Reader's Workshop Professional Learning Plan GAPSS Profile 2013 | Level 3 |

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| 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"> •Documentation of attendance and training related to data use •Survey results •School level professional learning workshops District level professional learning workshops Leadership Team Agenda Data Meetings | 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"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth •Academic Committee Team minutes Grade level committee team minutes Data Meeting Data Review Post Assessment Review | Level 3 |

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| 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"> •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •PTO Nights/Curriculum Nights Parent Liaison Meetings Report Cards Title I School Improvement Plan School Improvement Plan 14-15 Title I Presentation Parent Involvement Committee Meeting GAPSS Profile Parent Involvement Action 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.

The staff at Myers Elementary School maintains and uses an assessment system that generates data from multiple assessment measures including locally developed and standardized assessments which provide data pertaining to student learning and school performance. Our system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning. At the school level, MES adheres to the Hall County testing calendar and implements a school-wide testing plan. (5.1)

Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are used consistently by professional and support staff. These 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. Data sources such as the teacher data notebook with checklists and spreadsheets are maintained to monitor student progress. Lesson plans are developed from the resulting analysis of student learning data included in data notebooks. Teacher-made curriculum maps relate to identified goals and lists of students chosen for after school remediation or intervention and enrichment groups are based on assessed needs. DRA focus for instruction sheets identify areas of need. These data sources are used to show comparison and trend data at MES. School personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions. (5.2)

Most professional and support staff members are assessed and trained in a professional development program related to the evaluation,

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interpretation and use of data. Training opportunities such as system level, DRA, DIBELS, and RTI training support staff members ability to evaluate, interpret, and use data. (5.3)

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. MES staff participate on Academic Committee Teams, grade level teams, and in RTI, IEP, 504, and grade level meetings. These processes and procedures support 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. (5.4)

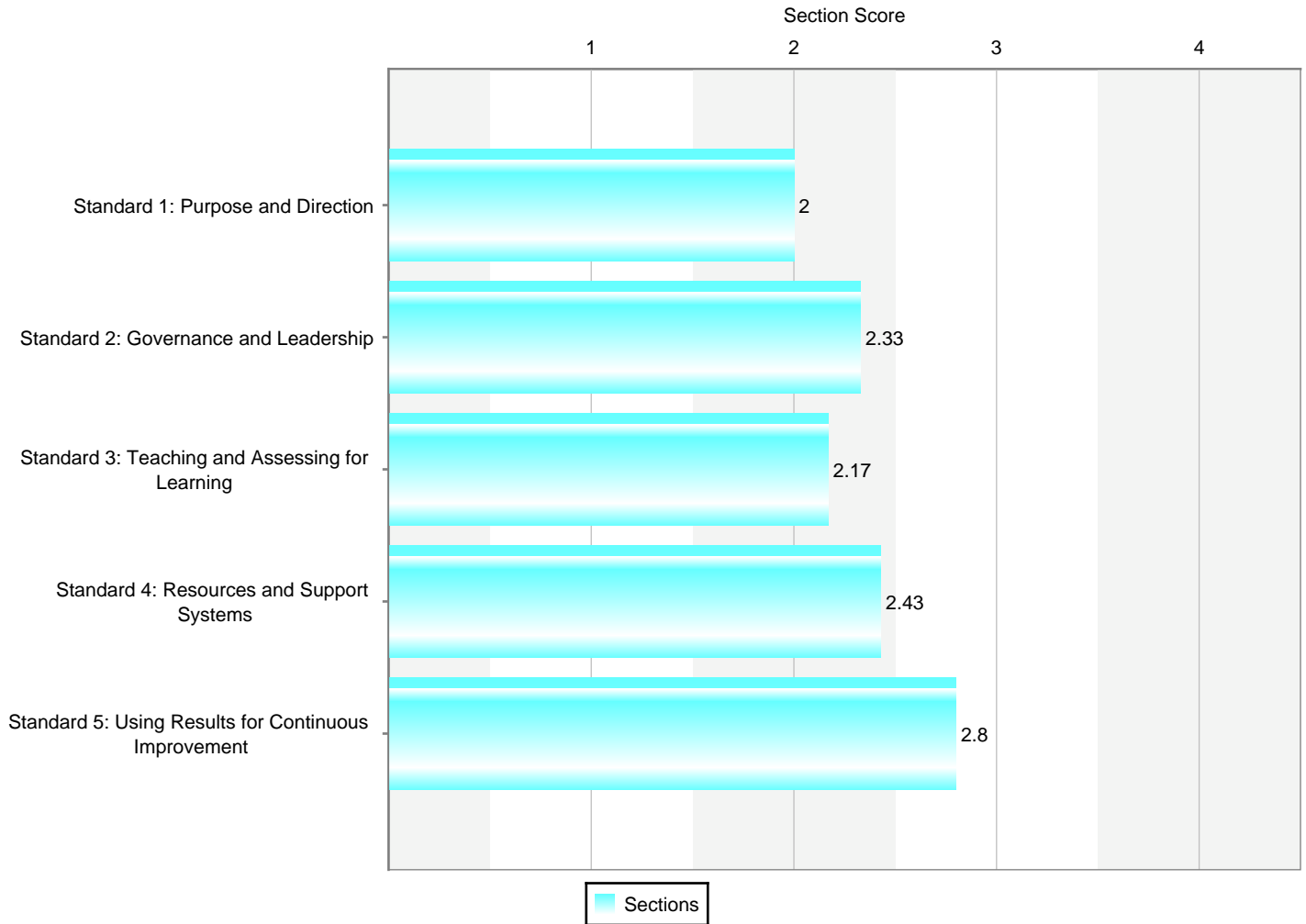
Leaders monitor comprehensive information about student achievement, conditions that support student learning and the achievement of school improvement goals. Leaders regularly communicate results using methods such as PTO and curriculum nights, school website, Twitter, school marquee, student report cards, parent involvement committee, and parent conferences. (5.5)

Areas of strength and need of improvement

Based on recent staff surveys completed at MES, approximately 94% of staff agreed that the school effectively uses student learning data to support, develop, and continuously improve student learning. An area noted by staff for improvement was in the area of training staff to interpret, evaluate, and use data. Parent surveys revealed that overall, approximately 93% agreed that MES is using student learning results for continuous improvement, with an area for growth noted in the area of parents being notified or informed of students learning progress. Student surveys revealed that approximately 95% of students agreed that MES is using their student data results for continuous improvement, with an area for growth noted in the survey question - "My principal and teachers ask me what I think about school."

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 | | Stakeholder Feedback Document |

Evaluative Criteria and Rubrics

Overall Rating: 4.0

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants. | Level 4 |

| | Statement or Question | Response | Rating |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented. | Level 4 |

Areas of Notable Achievement

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

Parent survey results revealed that the highest level of satisfaction regarding standards 1-5 was standard 5, Using Results for Continuous Improvement.

Student survey results revealed that the highest level of satisfaction regarding standards 1-5 was standard 1, Purpose and Direction.

Staff survey results revealed that the highest level of satisfaction regarding standards 1-5 was standard 2, Governance and Leadership.

Data comparison among the three groups surveyed indicates that standard 1-Purpose and Direction and standard 4-Resources and Support Systems consistently scored as having the highest level of satisfaction or approval with an average score of 3.93 and 3.90 respectively.

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

When comparing 2012-2013 GAPSS staff surveys and 2013-2014 AdvancED staff surveys, standard 2-Governance and Leadership shows a positive trend toward increasing stakeholder satisfaction.

When comparing 2013-2014 Title I parent surveys and 2013-2014 AdvancED parent surveys, standard 5-Using Results for Continuous Improvement shows a positive trend toward increasing stakeholder satisfaction.

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

Data comparison among the three groups surveyed indicates that standard 1-Purpose and Direction and standard 4-Resources and Support Systems consistently scored as having the highest level of satisfaction or approval with an average score of 3.93 and 3.90 respectively.

When comparing 2012-2013 GAPSS staff surveys and 2013-2014 AdvancED staff surveys, standard 2-Governance and Leadership shows a positive trend toward increasing stakeholder satisfaction.

When comparing 2013-2014 Title I parent surveys and 2013-2014 AdvancED parent surveys, standard 5-Using Results for Continuous Improvement shows a positive trend toward increasing stakeholder satisfaction.

Areas in Need of Improvement

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

Parent survey results revealed that the lowest level of satisfaction regarding standards 1-5 was standard 2, Governance and Leadership.

Student survey results revealed that the lowest level of satisfaction regarding standards 1-5 was standard 5, Using Results for Continuous Improvement.

Staff survey results revealed that the lowest level of satisfaction regarding standards 1-5 was standard 3, Teaching and Assessing for Learning.

Data comparison among the three groups surveyed indicates that standard 3-Teaching and Assessing for Learning consistently scored as having the lowest level of satisfaction or approval with an average score of 3.81.

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

When comparing 2012-2013 GAPSS staff surveys and 2013-2014 AdvancED staff surveys, standard 3-Teaching and Assessing for Learning shows a trend toward being an area for needed growth.

What are the implications for these stakeholder perceptions?

Implications from the stakeholder perceptions are to provide more collaboration and training for teachers, parents and students concerning assessments, using the data to guide instruction, and helping students set their goals for learning.

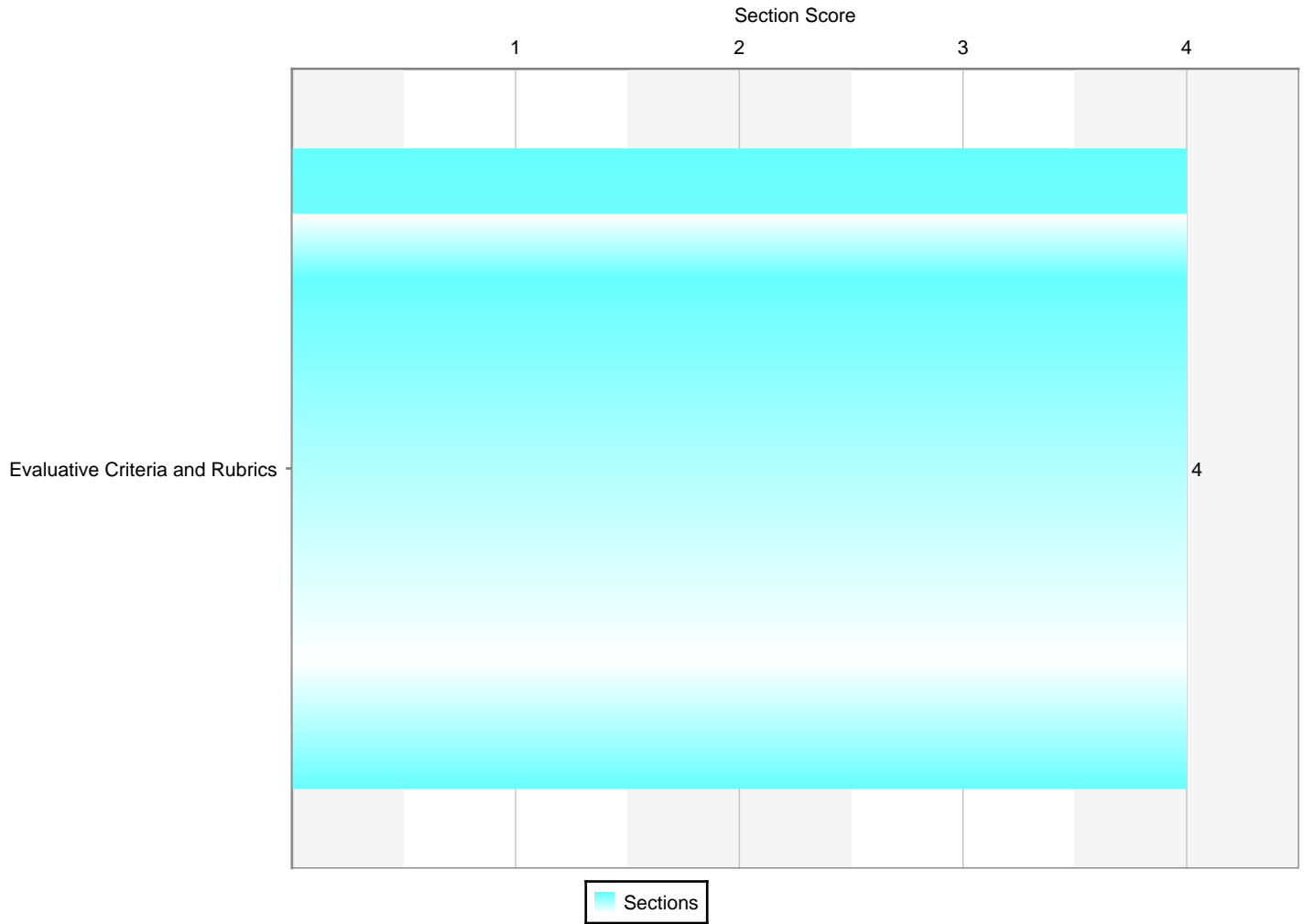
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Data comparison among the three groups surveyed indicates that standard 3-Teaching and Assessing for Learning consistently scored as having the lowest level of satisfaction or approval with an average score of 3.81.

When comparing 2012-2013 GAPSS staff surveys and 2013-2014 AdvancED staff surveys, standard 3-Teaching and Assessing for Learning shows a trend toward being an area for needed growth.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|----------------|---------------------------|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | | Myers Student Performance |

Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 2. | Test Administration | Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes. | Level 3 |

| | 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?

Student data shows students performing above the state and elementary average level in ELA in 3rd, 4th and 5th grades for 2014. Third grade scored above state and elementary averages in math for 2014 while fifth grade also scored above state and elementary averages in Reading.

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

While still scoring below state and elementary averages, data shows a positive trend in the areas of Science and Social Studies for grades three, four and five.

Which area(s) indicate the overall highest performance?

Fifth grade students scored higher than the state and elementary schools within the system or showed an increase in growth in all subject areas on the 2014 CRCT.

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

Growth is inconsistent in subgroups over a period of several years so there is no clear trend of increasing performance.

Between which subgroups is the achievement gap closing?

Growth is inconsistent in subgroups over a period of several years so there is no clear trend of a subgroup where achievement gaps are closing.

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

Inconsistent data for subgroups or content areas are consistent with CRCT scores for the last 3 years.

Areas in Need of Improvement

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

Third grade reading scores are below the expected levels of performance score lower than all other Title I schools except for one.

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

Third grade reading scores have declined with a change of -6%.

Which area(s) indicate the overall lowest performance?

Overall lowest performance is in Science -5% from 2013-2014 and Social Studies and -6% for 2013-2014.

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

Reading for third grade -6%

Science for 3rd and 5th

Social Studies for 3rd and 5th

Math for 5th

Between which subgroups is the achievement gap becoming greater?

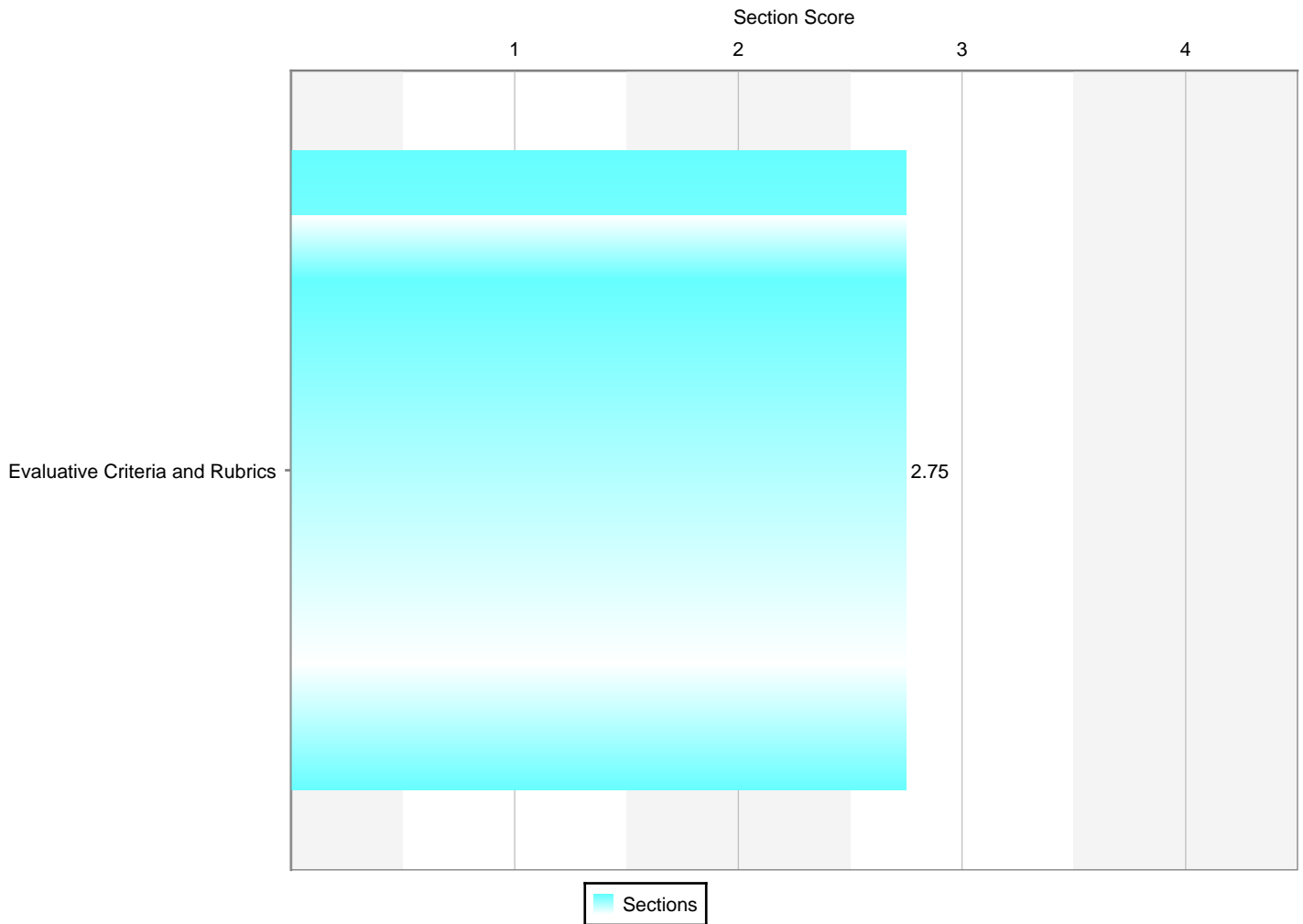
Students with disabilities are showing that the achievement gap has increased.

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

All reported findings are consistent the other data sources including informal assessments, DRA and system unit assessments.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| 3. | The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional) | Yes | Plan is on file in the school office, the School assigned SRO's office as well as the Board of Education Office | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 4. | The institution monitors all financial transactions through a recognized, regularly audited accounting system. | Yes | Board of Education and financial department meets with all bookkeepers annually and provides procedures for managing all finances. The principal at Myers meets regularly with the bookkeeper as well as reviews all statements and books monthly. | |

Accreditation Report

Dean Myers Elementary School

| 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 | Myers Elementary administration meets with each grade level at the beginning of school each year to review data and develop goals for the school improvement plan. This plan is aligned to the system level plan and the Advanc-Ed standards. Myers Elementary School also participates in the GAPSS process every four years. Recommendations and commendations are provided to the school to promote continuous school improvement. | Myers SIP 2014-2015 Myers Title I SIP FY15 |