



# **Accreditation Report**

**Martin Technology Academy of Math and Science**

**Hall County School System**

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# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information .....	6

## **Self Assessment**

Introduction.....	8
Standard 1: Purpose and Direction.....	9
Standard 2: Governance and Leadership.....	12
Standard 3: Teaching and Assessing for Learning .....	15
Standard 4: Resources and Support Systems.....	25
Standard 5: Using Results for Continuous Improvement.....	29
Report Summary.....	31

## **Stakeholder Feedback Diagnostic**

Introduction.....	33
Stakeholder Feedback Data.....	34
Evaluative Criteria and Rubrics.....	35

Areas of Notable Achievement..... 36

Areas in Need of Improvement..... 37

Report Summary..... 38

**Student Performance Diagnostic**

Introduction..... 40

Student Performance Data..... 41

Evaluative Criteria and Rubrics..... 42

Areas of Notable Achievement..... 43

Areas in Need of Improvement..... 45

Report Summary..... 46

**AdvancED Assurances**

Introduction..... 48

AdvancED Assurances..... 49

# 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?**

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## 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.**

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## **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.**

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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.**

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# Self Assessment

## **Introduction**

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

### Standard 1: Purpose and Direction

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

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Records are kept on all meetings and are reviewed to help us focus our instruction. Stakeholders receive written communication in the form of newsletters and letters, our school website is kept up to date with current information, and stakeholders are given surveys to help collect data. We believe our greatest area of strength is that our purpose statement clearly focuses on student success. Helping our students to be successful was our guiding principle in creating the purpose statement.</li> </ul>	Level 4

# Accreditation Report

Martin Technology Academy of Math and Science

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"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•The school's statement of purpose</li> <li>•There is evidence of strong commitment to instructional practices that include student engagement, focus on in-depth learning and the application of knowledge and skills. Our leaders hold us accountable to these high expectations. All this is evident based on the on-going trainings in strategic teaching and implementing a common platform and framework to deliver quality lessons.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The school continuous improvement plan</li> <li>•Our school has an action plan every 45 days, and this plan is continuous throughout the school year. Our action plan drives our professional learning, faculty meetings, and leadership meetings. It is also shared with other stakeholders in the school. The goals chosen for the action plan are based on data from multiple resources - pre and posttest, design feedback, implementation feedback, walk throughs, observations, unit assessments, DRAS, and running records.</li> </ul>	Level 4

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

Areas of Strength: We strongly feel that our school's purpose for student success is clearly documented and records and results of the

## Accreditation Report

Martin Technology Academy of Math and Science

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process are kept. We feel that we have commitment to shared values and beliefs about teaching and learning and that it is clearly evident by our common language and the use of the structure of the toolkit. 45 day action plans are carried out with fidelity because as a staff we have a common language.

Areas in Need of Improvement: While we agree that all stakeholder groups have representation in the process and this process is formalized and implemented on a regular schedule, we do not feel that this process is implemented with fidelity. We feel that while the profile (action plan) contains an analysis of data used to identify our goals we don't feel that the profile contains a thorough analysis of a "broad range of data" to help identify the goals.

Sustain Strength: Continue to use the Toolkit to plan for instruction, continue to clearly define our schools' purpose for student success

Plans to Improve: Work to make stakeholder representation implemented with fidelity, work to gather a more broad range of data to help identify goals for our action plans.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•Evidence: Charter Document with goals, STEM Rubric with goal of a 3 in each area, Toolkit feedback tool used on every teach with clear expectations, 45 day action plan for all teachers, Title II funding forms (these are VERY specific for how funds are used), PTO funding request form.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Historical compliance data</li> <li>•Governing code of ethics</li> <li>•Evidence: SIT meeting minutes, PL Leader meeting minutes, Grade Level and Committee meeting minutes</li> </ul>	Level 3

# Accreditation Report

Martin Technology Academy of Math and Science

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Agendas and minutes of meetings</li> <li>•Evidence: SIT minutes, TOY minutes, teacher job description</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•Science Endorsement, STEM Certification, SIT, grade Level meetings, Feedback, Peer Coaching, PL, TNT</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> </ul>	Level 4



## Accreditation Report

Martin Technology Academy of Math and Science

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	•Job specific criteria	Level 4

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

Most MTA stakeholders are involved in an evaluation process. We continue to analyze our performance through peer and administration feedback. We have a common language for teaching which in turn creates a culture that has a consistent purpose. We collaborate and give feedback in many different forms: Leadership team, Grade level meetings, Peer teaching, and Professional Learning. We feel one area of improvement could be to focus on all subject areas. We have already began that process in our professional learning and developing a common language in Math.

Areas of Strength: MTA has a very strong foundation in what is expected of a teacher/team member. There are processes in place to ensure that procedures are completed effectively.

Areas that need improvement: Making sure all stakeholders have clear requirements and direction for overall fiscal management.

Sustaining areas of strength: MTA uses a toolkit to ensure procedures are followed through an explicit process.

### Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.17

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"> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> <li>•Quality Lessons in Toolkit, TNT Classes based on STEM Guidelines, Running Records, Learning goals with counselor and teacher, GKIDS, 45 Day action plan, IEP, RTI</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from 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"> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Common assessments</li> <li>•Standards-based report cards</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> <li>•This informal data might be gathered through tickets out the door, rotate and check, journal entries, thumbs up, thumbs down, etc. Our school has a process in place to review lessons through feedback in the tool kit and revise the lessons based on that feedback. Our SIT team also reviews standardized test scores yearly and works to target areas of improvement.</li> </ul>	Level 3

**Accreditation Report**

Martin Technology Academy of Math and Science

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"> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Many teachers are planning and using strategies that require student collaboration and critical thinking skills; This is being addressed with student goal setting and student led conferences. Teachers use higher DOK level questioning and the Tool Kit strategies to enhance the learning experience of our students. Most lessons are well planned and implemented. Teachers work hard to personalize the instructional strategies through RTI goals, IEP's and differentiated lessons in the Tool Kit</li> </ul>	Level 3

# Accreditation Report

Martin Technology Academy of Math and Science

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"><li>•Curriculum maps</li><li>•Documentation of collection of lesson plans and grade books</li><li>•Supervision and evaluation procedures</li><li>•Peer or mentoring opportunities and interactions</li><li>•Examples of improvements to instructional practices resulting from the evaluation process</li><li>•Administrative classroom observation protocols and logs</li><li>•School leaders use multiple means to consistently monitor instructional practices. Leaders provide a rigorous but reachable 45 day action plan with instructional improvement as its main goal. Leaders have provided weekly professional learning that allows teachers time to plan and differentiate lessons in order to make them more effective lessons. Leaders are guiding the staff through the process of attaining a STEM certification for our school.</li></ul>	Level 4

**Accreditation Report**

Martin Technology Academy of Math and Science

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"><li>•Common language, protocols and reporting tools</li><li>•Agendas and minutes of collaborative learning committees</li><li>•Calendar/schedule of learning community meetings</li><li>•Examples of improvements to content and instructional practice resulting from collaboration</li><li>•All certified staff members participate in Professional Learning Groups on a weekly basis. Within the groups are members from various grade levels throughout the building, allowing for vertical planning and discussion that strengthens our understanding of where students are and where they are going in the next grade level. Each grade level utilizes their common planning time to examine student work and provide feedback for student learning and teacher instruction.</li></ul>	Level 4

**Accreditation Report**

Martin Technology Academy of Math and Science

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none"><li>•Examples of learning expectations and standards of performance</li><li>•Examples of assessments that prompted modification in instruction</li><li>•Samples of exemplars used to guide and inform student learning</li><li>•At MTA, teachers use best practices in conjunction with the Toolkit platform, which allows for a school-wide common instructional language. The Toolkit platform supports the students learning by providing clear expectations. The rotate-and-check process in a Strategic-Teach Lesson gives students immediate feedback about their learning. Teachers also provide immediate feedback on student learning through DRA administration and pre/post-test assessments in math.</li></ul>	Level 4

**Accreditation Report**

Martin Technology Academy of Math and Science

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"><li>•Records of meetings and walk thrus/feedback sessions</li><li>•Professional learning calendar with activities for instructional support of new staff</li><li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li><li>•At MTA we have many mentoring and coaching programs to support staff members. Teachers are involved in professional learning on a weekly basis. . New teachers are supported by the New Teacher Training program. New teachers are supported by a mentor. The mentors are available to provide assistance and encouragement on researched based teaching strategies, effective planning, and using student data to drive instruction.</li></ul>	Level 3

**Accreditation Report**

Martin Technology Academy of Math and Science

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"><li>•Survey results</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•The school uses varied activities and modes of communication to keep families informed. The school utilizes it's website to announce important dates pertaining to academic activities which include math night, science fair and technology fair where students can show their learning progress. Parents are also kept informed on a weekly basis through the use of Monday folders, newsletters, and communication logs. Each nine weeks parents receive a report card showing their child's academic progress</li></ul>	Level 3



# Accreditation Report

Martin Technology Academy of Math and Science

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Description of formal adult advocate structures</li> <li>•Individual students have the opportunity to form long-term relationships with school personnel. Teachers attempt to reach out to an adult from each student in his/her class at Open House, Sunshine Calls, and other school functions. All adults and students are not always receptive. Counselor, teacher, and social worker work together to help with problems or step in during emergencies. Counselor offers guidance lessons in the room each nine weeks</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	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"> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Most teachers use common grading and reporting policies for report cards, DRAs, RTI data. Stakeholders are aware of and have been explained policies, processes, and procedures. Grade levels have received LASW protocols and have been told to schedule times to look over Math Unit Assessments.</li> </ul>	Level 2

## Accreditation Report

Martin Technology Academy of Math and Science

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Most staff participate in a continuous professional learning program. PL is based on an assessment of the needs of the school and individual. Math was determined to be our focus based on data. We work on lessons that fit our classroom and differentiate as needed. Program is rigorously and systematically evaluated thru feedback in the Toolkit, TKES platform, and 45 day action plans.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> <li>•List of learning support services and student population served by such services</li> <li>•Data used to identify unique learning needs of students</li> <li>•School personnel use data to identify unique learning needs of all students at all levels (Sped, Tier 1, 2, EIP, ESOL, Gifted). School personnel are familiar with research based strategies in best practices and differentiation.</li> </ul>	Level 3

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

Areas of strength:

Professional Learning and systematic way to receive feedback. The effort placed into planning and utilizing differentiated lessons that remediate and enrich as much as possible. Common lessons that are available to all in the Toolkit. Common grade level planning. Reviewing Tool kit lessons, providing feedback and improving those lessons based on that feedback. Using formal and informal assessment to drive instruction. Strong lessons that include student collaboration. Teachers using differentiation to personalize instructional strategies as much as possible. Leaders involvement in planning appropriate and meaningful professional learning opportunities for teachers. Observing teachers formally and informally to keep a finger on the pulse of the instruction of the school.

Areas need improvement:

Common language for grading and reporting RR, DRAs, RTI, and other data. More teachers need to work toward earning their Science endorsement, Math endorsement or Gifted endorsement. The school's purpose needs to be emphasized more in order for all teachers to be

## Accreditation Report

Martin Technology Academy of Math and Science

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aware of the purpose in their teaching. More vertical alignment is needed throughout the school. Integration of content areas and skills with other disciplines. Work toward providing more opportunities for students to self-reflect.

### Sustain Strength:

Continue to give feedback and monitor PL plans. Create long term plans to include support staff. Continue utilizing and improving common lessons that are available in the Tool Kit. Continue common grade level planning. Continue to use the RTI process to individualize learning as much as possible. Continue utilizing Tool Kit feedback to improve lessons. Continue to work toward adding more differentiation to Tool Kit lessons and using those available regularly. Continue to utilize lessons in the Tool Kit that have been differentiated and continue to differentiate more lessons. Continue to provide strong 45 day action plans. Continue to observe teachers formally and informally.

### Plan for Improvement:

Continue implementation of RTI help team and continuously review protocol for grading and reporting all forms of assessment data. All teachers made aware of school's purpose and reminded of it regularly to guide instruction. Begin to use vertical alignment and make the school's statement of purpose known by all teachers. Teacher are working on science endorsement in order to gain a better understanding of integrating content with other disciplines.

**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 ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•We have policies, processes, and procedures in place so that school leaders can hire, place, and retain quality staff. Our staff worked collaboratively to create a job description specific to our school and it's purpose. Our leaders use this job description when hiring quality staff members. School leaders determine the number of staff necessary to support the school. Budgets are used to determine the resources available to fund positions needed to achieve the purpose and direction of the school</li> </ul>	Level 3

# Accreditation Report

Martin Technology Academy of Math and Science

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Alignment of budget with school purpose and direction</li> <li>•The budget is allocated so that instructional time, material resources and fiscal resources are focused to support the direction of our school. Our school instructional schedule is evidence that our instruction time is protected. Teachers are involved in the process of creating the instructional schedule and feedback is considered. School leaders work to provide material and fiscal resources for students. Resources are equitable for the various learning environments.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> <li>•A safety team, safety plans, and training for teachers on safety, cleanliness, and a healthy environment are in place. Expectations are shared with all stakeholders. School personnel and students are aware and expected to maintain these expectations. Emergency procedures are updated regularly and drills are practiced on a regular schedule. There is a system wide procedure for maintenance upkeep and requests.</li> </ul>	Level 3

# Accreditation Report

Martin Technology Academy of Math and Science

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•We have access to media and information resources through many resources including Hall Connect which gives teachers and students access to many different resources for educational purposes. Qualified personnel, including our Media Specialist and Technology teacher, along with others are available to assist students and other personnel in use of the tools and resources available.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Policies relative to technology use</li> <li>•Who to Ask Technology Document, what to do when my technology is broken document, surveys to determine tech training needs</li> </ul>	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 implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Agreements with school community agencies for student-family support</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•Holiday Support, Back Pack of Love, School supplies, guidance lessons, small groups, wellness committee, Guidance slips, PE fitness evaluations, self and teacher referrals.</li> </ul>	Level 3

## Accreditation Report

Martin Technology Academy of Math and Science

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Description of IEP process</li><li>•Description of referral process</li><li>•Guidance surveys, assessment plans and training, RTI referral plan clearly defined and communicated, CCRPI plan clearly defined in place for all students, RTI, Guidance, hospice grief group, mentors, parent resources provided, crises protocol, school based/high school interns.</li></ul>	Level 3

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

Our school has a clearly defined technology plan for instruction and device support. However, our school owned devices, programs, and wireless are unreliable. Teachers noted that when trying to use technology for instructional programs there are problems more often than not. School has very clear plans for RTI referral process, county and state assessments, counseling services, and career readiness. Data is used for needs assessment in all of these areas.

### 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"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•We have the assessment piece of the tool kit that makes sure our lessons and assessments actually match up to the standard at hand.</li> <li>-We have SLO's, DRA's, Running records, county unit assessments, ELL testing/tracking and RTI data</li> <li>-data is used to guide instruction on a large and small scale</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•-We have DRA and a Running Record scheduled and a system in place to record the data.</li> <li>-We do have test talks and grade level meetings where we discuss work and data</li> <li>We know that our TIMS scores is discussed with us, school wide, each year but the scores are told to us from county level. -We do look at our CRCT scores, our DRA growth, EIP scores, and ELL 45 day action plan</li> <li>We have the Tool Kit evaluation system in place to evaluate, design, and improve instruction</li> </ul>	Level 2



## Accreditation Report

Martin Technology Academy of Math and Science

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"><li>•Training materials specific to the evaluation, interpretation, and use of data</li><li>•all teachers are trained on the DRA and Running Records</li></ul> There is some sharing of data through the RTI process	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"><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Evidence of student growth</li><li>•LASW</li></ul>	Level 3

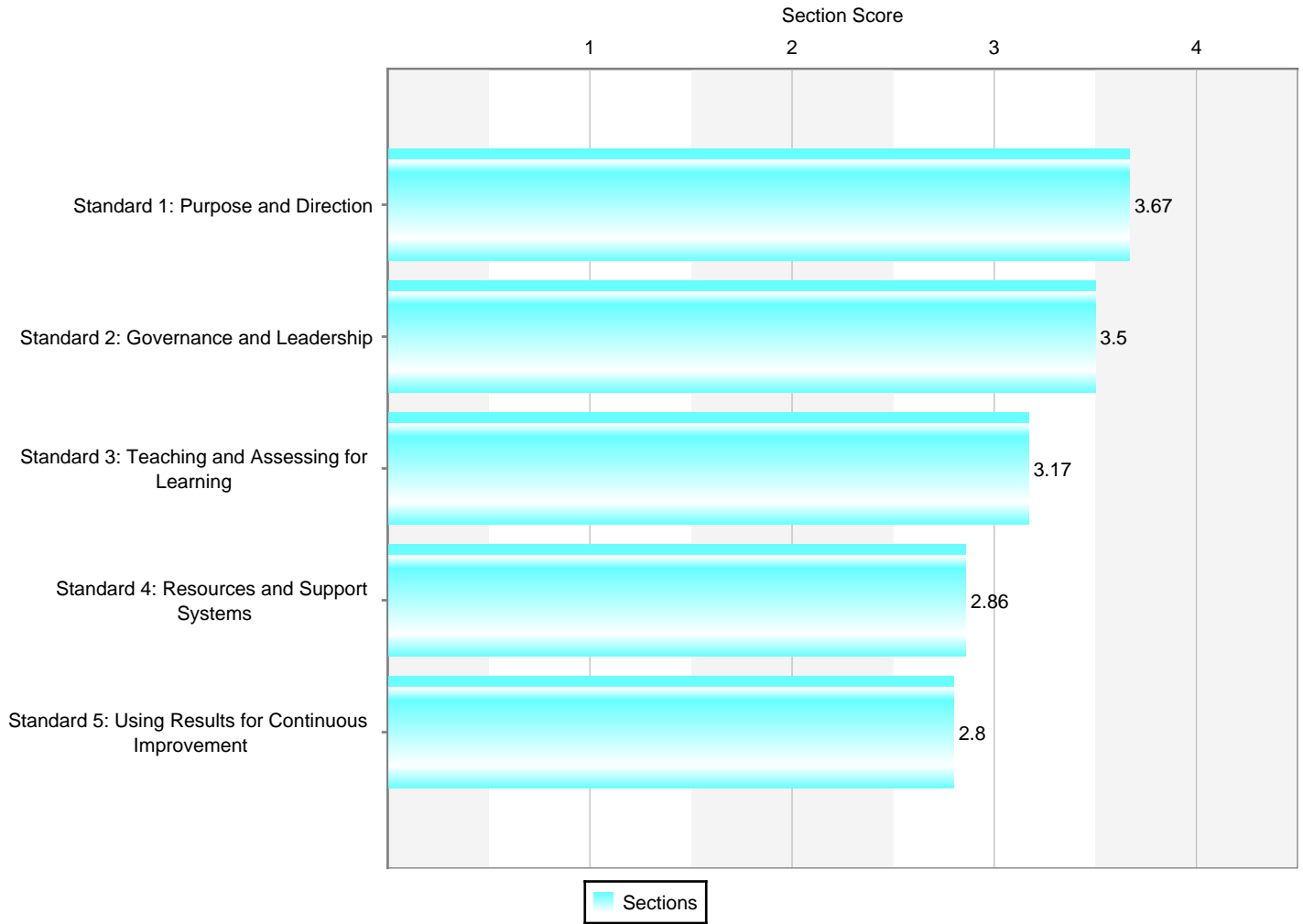
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li></ul>	Level 4

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

At MTA, most take data using many different assessments. Some of them include: DRA, Running Records, CRCT (Georgia Milestones), Developmental Math Assessment, Unit Tests, Standard Based Report Cards, Guided Reading Notes, Ticket out the Door, GAA, Data Collection, etc. The majority of teachers analyze this data within our own classrooms, in our grade levels, and at leadership team meetings. Most teachers use this data to drive their instruction. A plan is in place to look at student work, but it is not always utilized.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

## **Introduction**

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

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Attached	MTA Stakeholder Feedback Report

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>1.</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.</b>	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?**

Standard 1 in the highest satisfaction, these are noted in the attached report.

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

Standard 1 and 2, we are providing instruction for all students at a high level.

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

Standard 1 is the highest rated amongst students, staff and parents.

## **Areas in Need of Improvement**

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

Standard 5- Communication on their student's progress.

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

Standard 5 would be the closest

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

We need to work on forms of communication.

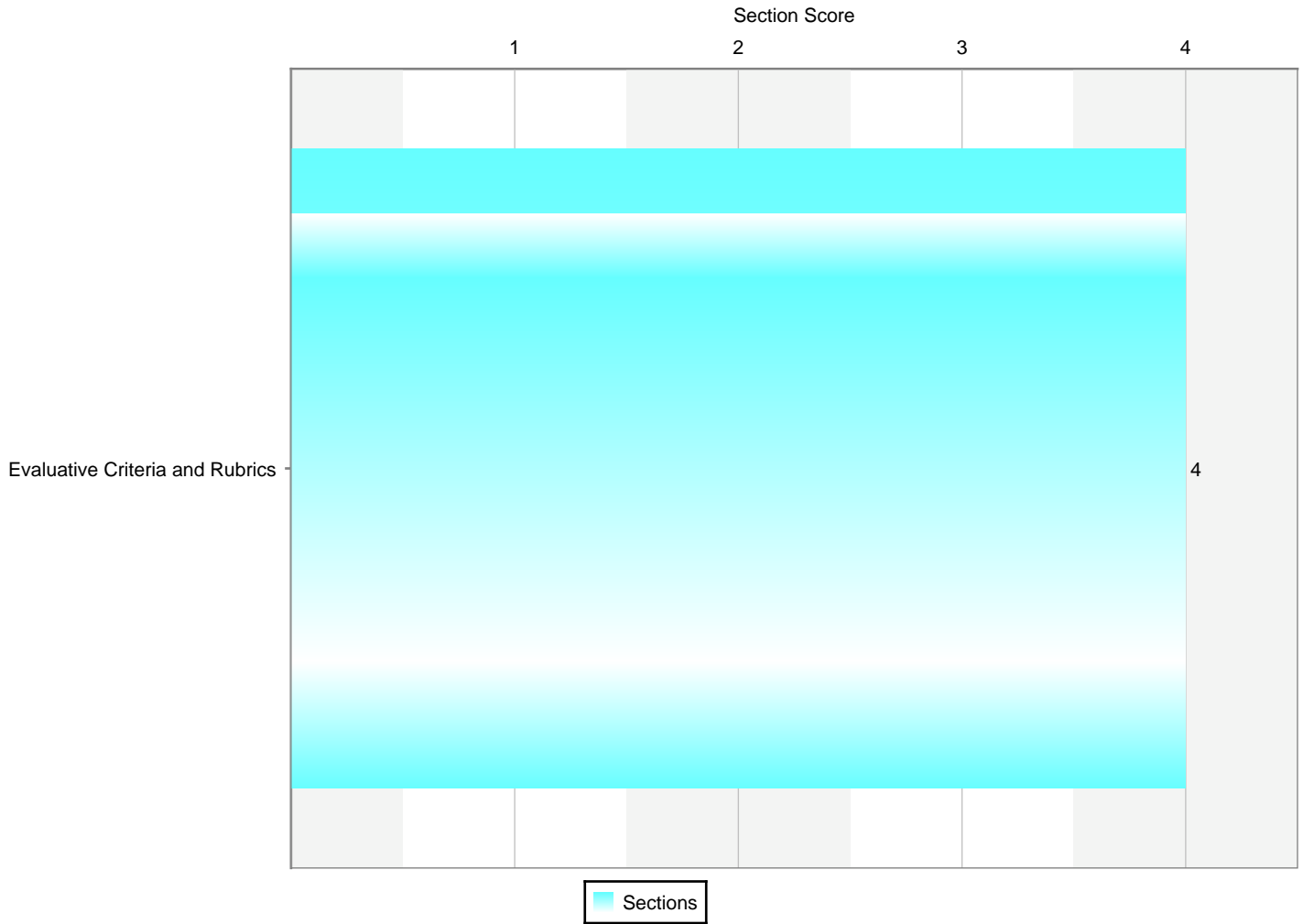
**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

The staff and parents feel we need to work on communication and how students are progressing.



## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

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

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	All information attached	MTA Student Performance Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## **Areas of Notable Achievement**

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

Reading CRCT, ELA CRCT

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

Science CRCT has a positive trend, Reading and ELA have consistently increased over the past five years.

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

Reading CRCT, our county reading goal, six years ago, according to the DRA, was at 63% of all 3rd graders were reading on grade level, to 78%

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

ELL students and SWD are showing a trend in increasing performance.

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

ELL and SWD students are showing achievement gap closing.

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

DRA, End of the Unit Assessments and ACCESS scores.

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.

## **Areas in Need of Improvement**

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

Math reasoning and Measurement are the areas of weaknesses.

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

Number sense and Geometry

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

Math CRCT scores are the lowest for MTA.

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

African American Student Sub Group and the Hispanic student sub group.

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

African America and Hispanic subgroup

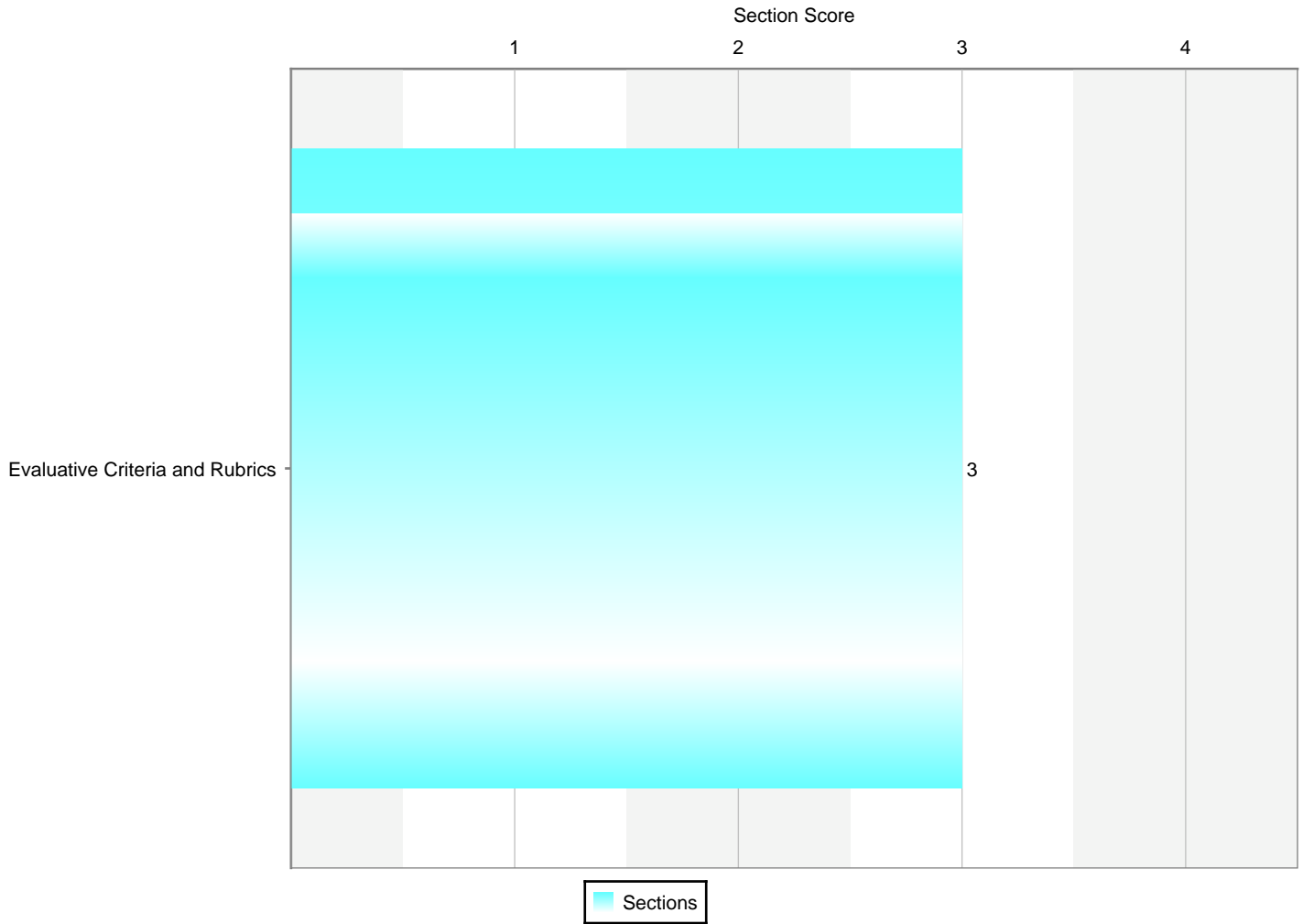
**Which of the above reported findings are consistent with findings from other data sources?**

All data is consistent with these findings.



## 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, Martin follows all Advanced Ed Policies and Procedures.	

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	We follow at Martin Technology Academy the Advanced Ed standards and policies.	

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	Martin Technology Academy has a written security and crisis management plan.	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	Martin Follows all district procedures and Advanced Ed. standards to monitor finances.	

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	Please see attached School Improvement Plan.	Martin Technology Academy School Improvement Plan